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A two year course of study for secondary school music students : a thesis ...

James Edgar Hogin
University of the Pacific

THE LIFE AND EDUCATIONAL CONTRIBUTIONS OF JAMES WILLIAM HARRIS

Volume II, Appendixes

A Dissertation
Presented to the Faculty of the
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of the
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In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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by
James Edgar Hogin

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INTRODUCTION

James William Harris made a personal dynamic of faith in others; he was dominated by a desire that those about him, particularly his students, might realize the satisfaction of living good lives. He was driven by a motive that they achieve complete fruition of their latent talents, and by compounding them with those of other men and women could ultimately produce a more wholesome society.

In a large part Harris enriched the persons of his students, thus his immortality is in their lives. According to some he was a superior teacher, one who combined penetrating analysis with precise expression. He prayed that those he touched would come to value the worthy things in living.

Harris had many admirers. He had friends whose senses of loyalty obligated them to recapture memories of study and companionship with him as friends, as students, and as colleagues. More than a hundred men and women welcomed this opportunity to contribute their personal recollections.

The Data Included

This book of appendixes is a collection which by nature could not logically be included in the dissertation written on Harris's contributions or in his biography, but

because they seemed to deserve preservation they follow in this second volume. Several sections mark the divisions of these data which are arranged with this brief introduction and six separate appendixes having the following captions: Of Special Interest, Published Articles, Speeches and Addresses, Selected Letters, Interviews: James William Harris, and Interviews: Former Students, Colleagues, and Others.

APPENDIX A

OF SPECIAL INTEREST

GENEOLOGICAL CHART[1]

B-Born
M-Married
D-Died
R-Resided

PATERNAL

James William Harris
B August 26, 1878
R

John William Harris
B April 17, 1848, Uricksville, Ohio
M June 26, 1871
D Nov. 9, 1913

James B. C. Harris
B 1812, Belmont Co. Ohio
M April 11, 1832
D Feb. 9, 1895
R

Joseph Harris
B Nov. 29, 1781, Rockville Md.
M Nov. 19, 1800
D Dec. 6, 1851
R

Mary Ann Harrison
B
D 1813

Elizabeth Gibney
B 1809, Pennsylvania
D June 24, 1864

B
M
D
R

B
D

ANCESTORS OF

MATERNAL

Ella Virginia Roberts
B Nov. 4, 1849, Baltimore
D July 28, 1897

William Graham Roberts
B 1800
M Nov. 24, 1825
D Oct. 29, 1857
R Baltimore

Anna McClain
B Jan. 23, 1811
D May 31, 1855

B
M
D
R

B
D

John McClain
B 1772
M ca 1809
D Feb. 15, 1825
R Baltimore

Ellen Hollins
B 1783
D July 7, 1848

[1]Data obtained from Mrs. Daniel J. Stone, Palo Alto.

TOPICAL SYLLABUS, NO. 10[2]

(Academic Year 1905-1906)

The Early Development of Aesthetic Interest

Will you kindly answer yourself and procure from friends, pupils and others answers to the following questions?

1. What few pictures first most interested you, and state why and how?
2. Name and briefly describe a few that lately or now impress you most favorably.
3. Name a few stories, poems or other literary productions that most impressed you as a child, and describe briefly the way you then felt toward each.
4. Will you ask children of any age to make a spontaneous drawing and will you append, if they are too young, or ask them to do so if old enough, their explanations or designation?
5. Will you procure a few of the very earliest compositions and also earliest poems of children or youth?
6. What was your first favorite color and at about what age did you develop this preference?
7. Will you have children describe each of the chief colors, especially those they prefer or dislike, and have them state why?
8. Will you ask older children to describe (a) the features in their favorite landscape, whether real, painted or described; (b) adult human figures, male or female, at rest or in action, that impress them most favorably and also most unfavorably; (c) the same for children's figures; (d) the same for animals; (e) for madonnas, ancient or modern; (f) statuary?
9. What was the most beautiful thing and the most ugly thing you ever saw; the most delightful and the most unpleasant music, voice or sound you recall?
10. Can you suggest anything bearing on the relations between aesthetics and ethics for children? How are the good and the beautiful related in their minds? Should they ever be divorced, or can they ever be divorced?

Please state age, sex and occupation.
Kindly send returns to

Clark University, J. William Harris
Worcester, Mass., Feb. 8, 1906.

---

[2]Questionnaire sent out to get data for Harris's Doctoral Dissertation of the above title, Clark University, 1908.

THE HARRIS CHAIR[3]

Harris, Dr. J. William: 10 May 55

My sister and I, and others of the Harris family, are deeply touched and profoundly grateful to the College Administration for establishing a professorship of Education in the Harris name. We have been happy to make some contribution to the endowment.

It is a matter of deep regret that none of us can be present to hear the announcement of the Harris Chair to the alumni of the College. May I relate to them one incident that influenced my decision to stay so long in service at one college?

When Dr. Knoles became president of Pacific in 1919, he and his remarkable family immediately won my admiration and affection. Then in the early 1920's, while I was on the summer session faculty at the State University of Iowa, I went one day to visit a prominent Methodist College, to get acquainted with an institution kindred to the Pacific. The President of the college received me with the assumption that I was applying for an appointment as the head of his department of education. When I explained my visit was merely one of general interest in a sister Methodist college, he replied, "So much the better." Then he made me a very attractive offer, entertained me at dinner, took me to my train, and exacted a promise from me that I would telegraph Dr. Knoles telling him of the offer and my possible resignation from Pacific. While I waited for an answer, the Dean of Education at the University /sic college/ also urged me to accept the new position.

In his reply, President Knoles assured me of his belief in the values offered at Pacific and suggested that his object was to build up a permanent faculty for the college. It was this phrase permanent faculty--that affected my decision.

I declined the Iowa offer and determined to remain at Pacific. Dr. Knoles may not have realized how his choice of words influenced me. But I have lived through many happy years of work with him, with my fellow teachers, and the students of Pacific.

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[3]A paper found among Harris's papers in his Sears Hall Office.

THE ALTAR RAIL

N. M. Parsons was a student at the University of the Pacific during the first years Harris was on its faculty. An interesting fact about the Parsons family of which Mr. Parsons was the head was that every member of the family took work at the College of the Pacific under Harris and out of the student-professor relations there grew and developed a great admiration and close personal friendship.

> Memory will recall that you have taught both the parents and the seven children of the Parsons family and that seven of the nine had taken the recommendation for the California General Secondary Credential through your department. We feel certain that few teachers have had the opportunity to contribute so largely to one family. Not only do we bear the utmost respect and admiration for your superior scholastic attainment, but also we treasure as priceless those human contacts which accompany your teaching. Your clear faith in the ultimate outcome of your students has inspired faith; your confidence has turned failure into accomplishment; your sympathy in time of difficulty and disappointment has stimulated determination. Your patience has permitted tottering students to regain their feet, while the inspiration which you impart has enlarged boundaries.
>
> May we express our appreciation by providing that the altar rail in the Morris Chapel at the College of the Pacific be dedicated in honor of your service. The altar rail as a spiritual symbol in the educational field certainly embodies in its significance those noble elements you have so beautifully sustained during your long years as teacher and counselor at the college. With sincere affection we remain,
>
> The N. M. Parsons Family
>
> Neal, Myra, Horace, Edgar, Beck, Mark, Polly, Mr. and Mrs. N. M. Parsons
>
> Dated: September 29, 1953.

RESOLUTION

A resolution drafted by the Board of Trustees of the College of the Pacific expresses gratitude for the commendable service Harris rendered to the institution. This resolution is stated in these words:

> The Board of Trustees of the College of the Pacific in Springtime Session, June 23, 1944, sends affectionate greeting to Professor J. William Harris, Ph.D., upon his retirement as Dean of the College of the Pacific School of Education, after twenty years of eminently effective service in that capacity.
>
> Following a thorough scholastic training and an extended experience as an educator in several mid-western schools, Dr. Harris began his teaching career with the College of the Pacific in 1910, and has taught in every regular term since then except in 1913 when he went abroad to study old world school systems in Europe.
>
> The State of California, having authorized the establishment of the School of Education in 1923, Dr. Harris immediately proceeded with the organization, a venture which is justified by the seventeen hundred students who, during the past twenty years, have entered the teaching profession, and a lesser number who are serving in offices of school administration.
>
> We recognize in Dr. Harris a scholar, an able professor, and a cultured Christian gentleman. The College has been abundantly fortunate in his services and we pray that God may continue to crown his years with His goodness.
>
> Signed/ C. B. Sylvester
> Wm. Hatt
> W. E. Morris /

EDITOR'S NOTES[4]

R. L. Burgess, Editor
The News /San Jose/
Monday, May 11, 1925

Vol. 83, No. 110, 40th Year

Saturday, May 9, was observed as Founders Day by loyal alumni of the College of Pacific in 30 cities and towns in California and in cities as far east as Detroit and as far west as Honolulu.

HERE'S AN ENTRY from a journal I kept years ago when I was a boy at Pacific: "Borrowed $5 from J. W. H."

J. W. H., as any Pacific man will tell you, means J. W. Harris, Ph. D., that earnest teacher who has taught many a young man and woman to love God, have faith in science, and revere the late G. Stanley Hall.

THE SPIRIT of Pacific--there's a heap of it in that action of J. W. H. in lending $5 to a penniless student. I very much suspect that the $5 was never paid back, but if so, J. W. H. is the last man to remember the painful fact, and we just won't remind him of it.

PACIFIC MEANS HARRIS to me, to others it may mean somebody else. But that's the way with any splendid human institution--it has living human individual voices which reach the hearts and souls of people.

GOOD OLD PACIFIC--how many a boy and girl has gone there, broke and ambitious, or perhaps not even too ambitious, has been taken in as into a wonderful family, has lived there a time and then gone out into the world refreshed and inspired.

IT WAS SAN JOSE that gave Pacific to the world--and to Stockton--and I'm proud, as a San Josean, of that gracious gift; but as an individual soul, and again as a San Josean, I'm humble when I think of all Pacific has given us.

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[4]A newspaper clipping found among Harris's papers in his Sears Hall Office.

CLARK UNIVERSITY

LECTURE NOTES

G. STANLEY HALL

Hall. Sat - June 13-08.

Traits of adol. boys

Awkwardness - is main characteristic,
Neither boy nor man,
Tendency to stoop -
Feel contrast bet. size & height - and power
Cardiac disturbances common bec. of disharmonies
of growth of heart & arteries,
Man is a moving equilibrium - made up
of a lot of things (organs) - of diff. ages & rate
of growth.

Parents & teachers shd not interfere w adol. boys,
Danger of mental, muscle work or anxiety or sex
excess - defeating other parts,

Omit or relax drill work - Allow more spontaneity

Socrates never instructed nor crammed his
pupils - who were adolescents.

Need of quiet, confidential talks w grown-up
Moral - fatherhood — America most deficient -
Fathers shd allow boys to see their limitations
& get the feeling of regret & this act as an
incentive to make up for hereditary shortcomings, it is nec. for the accumulation
of wisdom & Race families decay
because of lack of passing over the
experience from father to son.

Adol. boys don't need shortness — rather limits

SOME ASPECTS OF LEISURE AS AN EDUCATIONAL OBJECTIVE[1]

The student of American education notes several changes of objectives in the last quarter century. Especially since the formulation and publication of the "Seven Cardinal Principles" in 1918, the "worthy use of leisure" as a problem for school training has been receiving more and more attention from teachers and administrators.

The situation has been more challenging, especially since the revelations in recent years of the progressive development of our machine civilization, resulting in such unemployment, have indicated that even when the politicians and economists shall solve the problem of the distribution of work and opportunities for earning, the leisure hours of all classes in society will remain large. What can the school do to prepare young people for profitable and wholesome employment of the time afforded by decreased hours of work?

In answering this question we need to keep in mind the findings of the psychologists and the ideals of the educational philosophers. From the former we learn the distinction between passive and active learning, and by the latter we are reminded that the great tendency in America is toward the taking of our leisure passively, as witness the great throngs at football and baseball games and the millions who sit in the picture theaters. Participation by larger numbers in various forms of recreation and entertainment, and the ideal of teaching all people to be participants in some form of recreation or art is coming to be accepted more and more by progressive educators.

A study of some recent educational literature reveals several tendencies in this direction and increasing emphasis on the importance of training for leisure activities of other than passive character. And this is approached from several angles. The Department of Superintendence

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[1] J. W. Harris, "Some Aspects of Leisure as an Educational Objective," Theatre and School, 13:21-24, December, 1934.

of the National Education Association devotes its Tenth Yearbook (1932) to the general topic of Character Education. Here we find (pp.233-4) a specific recommendation for practice in dramatics as a means of character development. After urging that as many children as possible be given the opportunities to be in plays, the following recommendation is incorporated:

To assign to each child the part it will be of most benefit to him to play. He may be benefited by:

(1) Being cast in a part which requires exercise of his own best traits

(2) Being cast in a part which requires traits he does not possess but which it is desirable for him to acquire

(3) Being cast in a part which requires exaggeration of his own undesirable traits, thus bringing their unpleasantness to his attention.

In similar fashion David Sheldon in his "Cultural Educations and Common Sense" suggests the possibilities of play selection, alike by reading, seeing and participating in drama, as a means of personal development, but adds the reminder that classical drama of the past and much of current drama that is chosen for study and presentation by schools is so far beyond students of less than average ability as to be of little effect in their lives. He suggests the inclusion in school programs of plays of less literary merit but for wholesome quality that will appeal to the lower levels of mentality. Elsewhere in the same book Dr. Sheldon, looking to the immediate future in America, emphasizes both the social and psychological values of drama when he submits the hypothesis:

> that in proportion as large numbers of human beings, especially between 16 and 35 years of age, find themselves committed to routine work, to staid and respectable living, to orderly suburban residence and to unexciting civic routines, they will crave even more extensively the satisfactions of vicarious experiences, releases of emotional suppressions, insights into inaccessible, perhaps forbidden, reals, deep factitious stirrings of primitive appetites and the life, for the enrichment of living, and that drama in various forms, but above all that with large ocular appeal, will prove increasingly functional as a means to those realizations of spiritual culture. (p. 273)

Within a year, the results of an extensive study of the effects of motion pictures on the lives of children, a research sponsored by the Payne Fund and directed by Professor Charters of Chico State University, has been published. This epoch-making series of monographs has been prepared with the cooperation of psychologists, physicians, and various sociologists. The results are very startling and show in many cases extreme detriment to health, emotions and general moral and social ideas and ideals. The series of monographs, in themselves, very scientific and sometimes technical, have been summarized in a popular volume by Henry James Forman, entitled "Our Movie-Made Children." This revelation of the evils of the "Movies" and the extensive effects on the lives of children and youth constitutes in itself a challenge to sponsors of legitimate drama and to teachers of dramatics in the schools.

As this paper is being written, Superintendent Kersey of the California State Board of Education is being quoted, by the press, as advocating, in public address, four changes in education which will improve our national life, and one of these is listed as "improving the quality of our popular entertainment."

The National Education Association, through its various organizations and publications and especially in its monthly journal, has for several years been stressing the problem of leisure as a task of the public school and encouraging all teachers to free themselves from "subject matter mindedness" and to realize in all the activities of the school the fullest life values of the pupil.

Many books have been written on the general subject of secondary education, designed for use in teacher training institutions. Since 1918 most of these have included some treatment of the general topic of "worthy use of leisure." One of the most recent of such books, however, that from the pen of Professor Briggs of Columbia University, under the title of "Secondary Education," marks a distinct point of departure. His volume, by striking contrast with most other books in this field, contains four chapters on "Emotionalized Attitudes," two on "Mores" and four on "Interests as Liberal Education." In his chapters on attitudes, Professor Briggs gives a clear and modern analysis of emotions and emotional training. He reminds his readers of the failure of much present day and past education because it is too intellectualistic or too narrowly vocational, and he emphasizes the importance of understanding the large place of emotion in life and the fact that it

needs education just as much or more than the thought processes or the various skills. In presenting a technique for emotional training, he discusses at length the importance of "vicarious experience" in the life of youth, both in understanding life and in building up a series of wholesome attitudes. Vicarious experience can best be had in history, biography, general literature and in drama, and of these drama affords the best opportunity for what the psychologists call "empathy"--a feeling of oneself into or identifying oneself with a character, or as the Germans would call it "einfuhlung."

Of course, this is no new problem in education and psychology. Plato and Aristotle had much to say about the effects of music and drama on children, but this emphasis in present-day books on secondary education upon emotional attitudes is refreshingly new and wholesome. And we may not be surprised if there is now revived a discussion, in modern psychological terms, of the old Artistotelian doctrine of "catharsis." It will be remembered that Plato, almost like a modern puritan, would protect children from certain forms of music and dramatic representation because he feared both excitement and the arousal of baser passions; whereas, Aristotle, affirming that all people have the germs of baseness in them, preferred to give these lower instincts some expression in the theater on the theory that this would purify or cleanse the soul. Perhaps, if Aristotle had lived in modern times, he would have called this a "vaccination theory."

In this chapter on Mores, Professor Briggs reminds teachers of the fact too often neglected that the child is largely made by the unconscious ideals and attitudes of the groups, both large and small, to which he belongs; and he enjoins teachers to give great heed to the various processes in life, in school and out, whereby the child is inducted into the ways and beliefs of his society. He almost curriculizes the matter of "mores" acceptance and summarizes thus:

> Youth learns the mores of other people by direct observation, but perhaps to an even larger extent he learns both mores and emotionalized attitudes indirectly through reading, attending the theater, and seeing motion pictures. This is one reason, and a most important one, why education should be concerned to an extent and in a manner that it never has yet with training in the selection and reading of newspapers, magazines,

> and literature, and with training in the selection, evaluation, and appreciation of the spoken and pictured drama. (p. 473.)

And finally in four telling chapters on "Interests as Liberal Education," this author makes a strong plea that the democratic secondary school shall enrich greatly the lives of young people by inducting them into a wider and wider group of life interests. His closing chapter which he entitles "A Vision" rightfully says that the secondary education he envisages can only be realized by developing teachers who are first of all persons of wide culture and of charm of personality.

One cannot read such a various group of present day educational writing and escape the convictions that real leaders in education are grappling with the problem of leisure and that already much progress is being made in the field of educational theory, if not so much in practice, toward a solution.

MENTAL HYGIENE FOR WAR TIME[2]

Along with the radio and news reports of air raids and battles, ship sinkings and bombings from the air, the listener or reader often is informed of some soldier who has gone berserk and killed himself or his wife, of some draft dodger who cannot face the hard realities of life in time of war, of increasing juvenile delinquency, of increasing friction between husband and wife who are both working in defense industries and are having more money than ever before; and of every sort of minor and major maladjustment that seem incident to the war situation in which we find ourselves. The intelligent person, facing these conditions especially in the civilian population, is at first tempted to say with a shrug, as was so often said in World War I, "C'est la guerre," and let it go at that, as if attaching a phrase, particularly a French one, to a distressing situation is explanation enough.

But the intelligent person does not yield to that easy explanation and instead asks further questions--what is it in the background of the person who makes a maladjustment to the war situation that causes the maladjustment, whether it be mere jitters or an attempt to escape from unpleasantness or a violent reaction of some undesirable sort? What is it in the background or constitution of others that enables them to meet the hard situation, calmly, sensibly and efficiently? Are these differences between people altogether matters of native constitution or can a maladjusted adult be taught to make an about-face in his reaction, and meet the situations on a higher level? And then perhaps such an intelligent inquirer asks all the inevitable questions about children and the war--to what extent children shall be protected from any knowledge of it that might be disturbing to their young and tender nervous systems; what are the possible effects on children of actual air raids and bombings; and more particularly, what are the effects on children of the kinds of adults they associate with in the distressing circumstances that the war brings or may bring?

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[2]J. W. Harris, "Mental Hygiene for War Time," Pacific Review, 16:8-13, October, 1942.

To answer these and many other equally serious and pertinent questions, we justifiably call upon the mental hygienist or psychiatrist. And, we will find, he has answers that go far deeper and beyond the mere shrug and "c'est la guerre." He might speak learnedly in the technical terms of his science, and tell us about ego-centricity, conditioned reflexes, the contagion of emotion, escape mechanisms, emotional maturity, the development of the imagination, and especially he might learnedly discuss integration.

But in the exigencies of an actual war situation one does not wish a learned disquisition on psychology, unless the terms are explained in more everyday language and unless the abstract or everyday language is illustrated in concrete terms. If the scientist is skillful he will be able to do this for his listener or reader. For example, the principle of ego-centricity simply means self-centeredness, a characteristic of the infant and the immature person, of whatever age, who faces every situation from a purely personal standpoint, and is unable to view a situation impersonally, or to identify himself with something bigger than himself, a cause worthy of much sacrifice or even of giving one's life for. A large group of war-phychoses or maladjustments are found among persons who are, by long habit and training, essentially self-centered. They constitute the draft-dodgers and those who suffer unduly the strain of sacrifice or hardship, the hoarders of commodities and those who do not take rationing in good part, even though they conform from fear of public or neighborhood disapproval.

Then there's the "escape mechanism." This is the normal tendency of the immature to side-step the unpleasant, "to get away from it all," "to drown one's troubles in drink"; or in milder form it shows itself in the arguments to keep life as nearly "as usual" in war time, to have the same distractions, entertainments, expenditures for luxuries. Even those good people who criticize preachers who bring any mention of the war into their Sunday sermons, and say, as many do, "Oh, we hear so much about the war all through the week that we don't want to hear it mentioned on Sunday"--are to be suspected of giving way to an escape mechanism.

One of the very central doctrines of mental hygiene is that one of the best tests of normality and maturity is the steady and courageous habit of facing reality whatever it may be. If we accept that doctrine, can we then blame

any church for using its public ministry to help the laity to understand and interpret a war against totalitarian governments which are striking at the very roots of Christianity? Finally, it is certainly within the province of the mental hygienist to say, with all kindness and while admiring the sincerity and lofty courage of the conscientious objector, that even he is not taking a "realistic view" of the whole world situation. The reader himself will think of many more illustrations of unwholesome reactions toward the war or situations incident to the war, that properly come under the category of mechanisms of escape.

When the mental hygienists use the terms "conditioning" and "conditioned reflexes" he is considering those facts of human experience whereby a substitute reponse is made to given stimulus or a given response is attached to a substitute stimulus. Such responses then follow the laws of habit. But there is such a thing as preventive conditioning and also reconditioning. For example, an air raid and bombing constitute an adequate stimulus for the extremes of fear and terror, but if, for example, children can be pre-conditioned, as was suggested in Life magazine within the last year, by playing at bombings and air raids with their parents, told in advance what might happen and what to do and get some actual rehearsal in going to shelters with their parents, then if the stern reality actually comes, the children can be depended upon to cooperate intelligently or at least by habit with their parents or other adults, and the suffering for a whole family may be greatly reduced. The numerous stories coming out of England of bravery and calmness during air raids, both on the part of adults and of children, are very encouraging and should point the way to us in our getting ready for the direst things that may happen.

Closely associated with "conditioning" is the phenomenon of "contagion of emotion." Children often suffer more of fright and terror from association with terror stricken parents than from the actual situations themselves; the same thing holds for the more prolonged emotions of anxiety and worry. Adults who are in any way associated with children owe it to themselves and especially to the children to meet hard and straining situations courageously and as calmly as possible.

In ear time especially it is fitting to give our attention to two well known mental functions that represent no special terminology of the mental hygienist, nor any particular pattern for the interpretation of conduct, but both functions that the exigencies of war should challenge

to the largest possible expression. I refer to imagination and clear and directed thinking. Some of us who may have traveled in England find that the war news from that country effects us more poignantly and vividly than does the account of slaughter and rapine in Russia and China, where we have never been.

This is easily understandable by ordinary principles of psychology, but certainly as intelligent citizens of the modern world and as sincere Christians we should train our imaginations so that we may feel the slaughter of a thousand Chinese almost if not quite as keenly as we do that of a thousand Englishmen or Americans including, perhaps, our fellow townsmen. Some of us remember that an eminent English educator wrote a few years ago that one of the criteria of being a well-educated person is sensitivity to human suffering anywhere in the world. And such a sensitivity can give us a perspective on our smaller troubles and sacrifices here in America that makes them more easily endurable. Truly, a trained imagination can make a large contribution to sanity in a world troubled as never before.

And what about clear thinking and persistent study of the problems that confront the nations. Mrs. Roosevelt's advice a few weeks ago to a body of youth who were clamoring for a "second front" in Europe was particularly sane and timely. After asking them a few searching questions about their knowledge of the problems involved in such an undertaking, the problems of shipping and supplying an army on the continent, she then urged them to devote themselves not to demanding something that seemed to them good, but rather to the hard study of the problems involved in the thing they wish done, or at least to recognize that tremendous problems are involved and that the military and naval leaders are grappling seriously with them. The same kind of advice might well be given to the average intelligent adult citizen, to study the possible outcomes, not as some glorified chess game of embattled empires or a magnified sporting event, but as the most challenging set of problems that human intellect has ever had to face. The many books that the war is bringing forth, the more thoughtful journal articles in high-class magazines, and the habitual listening to the radio commentators who not only chronicle the news, but interpret the situations--all of these should challenge the man or woman who would be a real citizen of the modern world; and, incidentally, such well directed thinking and studying will help to save one from the disturbing upsets that afflict so many bewildered persons. Even the effort to understand can save one from much bewilderment.

For twenty years and more the science of mental hygiene has been stressing the concept of emotional maturity, and much of psychology as applied to counseling youth and adults is concerned with developing the concept of an adult point of view, and making that seem desirable, and then using all the devices known to the art of applied psychology to help achieve that great desideratum. When is a person emotionally mature, and what are his characteristics?

Here are a few of the rubrics under which the degree of emotional grown-upness are often considered: an ability to endure suffering or strain without complaint or self-pity; the ability to "go it alone" and accept responsibility for one's own life; the ability to meet situations impersonally and to identify oneself and one's effort with something or some cause larger than himself or his own personal concerns; the ability to put forth sustained effort, to plan for the future of oneself or the institutions with which he identifies himself to make the present efforts contribute toward the realization of that future. (You may remember that Count Korzybski says that man is essentially a "time-binding" animal.) Under any or all of these rubrics one's reactions in war situations may be considered, but space does not permit our being more specific here. Of course, it is almost trite to say that the more mature one is the more reasonable the attitude and the more stable the manner in which he can meet the war situations. Again it is so obvious as scarcely to need reiteration that the less mature by association with the mature can, though it does not necessarily always follow, learn the ways of maturity.

The final word is "integration." Integration means the achievement of "wholeness." In functional terms it means the focusing of all one's energies around a common center, or the directing of all one's energies toward a common end--the avoidance of inner or personal conflict, or vacillating or changing moods and interests. On the intellectual side it means the long perspective, and the planning of various smaller activities so that they form a consistent pattern indicating a worthy goal. Whole volumes have been written on the subject of integration and lengthy essays with manifold illustrations are yearly presented to classes in mental hygiene on this subject; but for our present purpose in an effort to bring this concept to bear upon the mental hygiene of people at war, it simply means that the most sanifying way of life at the present is one in which we integrate all our thinking

and acting, our study of inflation and taxation, all our decisions as to spending time or money or effort, our war work of whatever kind, salvage drives or special jobs, our economizing for helping the war effort, all our controlled emotions, in fact the whole ordering of our lives in terms of the victory of democracy and Christianity over totalitarianism and a barbarous paganism, and the achievement of a world order where,

"Man to man, the world o'er, shall brothers be for a' that," as Bobby Burns envisioned long ago, and as John Addington Symonds more recently wrote:

> "These things shall be: a loftier race
> Than e'er the world hath known shall rise
> With flame of freedom in their souls
> And light of knowledge in their eyes."

SOME EMOTIONAL FACTORS IN THE DEVELOPMENT OF YOUTH[3]

The reader of modern books and articles on psychology is often bewildered at what seems to him such an array of conflicting findings in the young science. Conditioned reflexes, inferiority complexes, repressions, ego centeredness, fixations--these and other terms have recently come into popular usage. Plays and novels galore use the newer terminology and depict states of mind--mostly emotional--much as the case book of chemical psychology does. In the midst of new terms and the modern psychological treatment of human motives, especially as one hears of so many schools of behaviorism, the social types of psychoanalysis, gestalt, and "individual psychology"--the layman asks naturally--what is the truth of human mind? Are the differences among psychologists fundamental--is one right and another wrong? Or is there a common ground of truth that all are claiming a basis upon which the practical educator and intelligent layman may stand, with some degree of certainty.

To the present writer it seems that while there is honest room for debate as between behaviorists and others on ultimate ground--those debates should be reserved for the symposiums of learned and technical psychologists. The practical teacher and other direct dealers with human life can gather many established truths from the so-called new psychologies and work out from them a program both of education and mental hygiene.

In spite of many debates and controversy as to the nature of classification of instincts--we have the indisputable fact that much of human behavior does not have to be learned--as well as the other great fact that behavior--especially early behavior is easily conditioned. Watson's now famous work on fears in infancy establishes both of these points.

Of even greater significance is the well established fact of reconditioning. Psychological clinic records abound with cases where children have been completely

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[3]J. W. Harris, "Some Emotional Factors in The Development of Youth," Theatre and School, 8:10-12, March, 1930.

modified by weakening the bonds of an old conditioning. We recall the case of a small boy who had acquired--accidentally of course--a terror of gold fish. The discerning psychologist brought a gold fish bowl unobtrusively within his range of vision while he was enjoying a good meal. This was repeated many times and the gold fish brought gradually nearer each meal. The child not alone overcame his fear but developed such a fondness for gold fish that he always wanted them in sight while he was eating.

The educational implications of these simple cases are of course innumerable and suggest technique and possibilities for breaking and modifying all sorts of bad habits--inhibitions and prejudices. One does not have to be a thorough going behaviorist to recognize and apply these simple truths in human development.

Again, there is a pretty sure acceptance of a certain truth in Adler's notion of the ego, its claim for expression and its formation of a goal for itself. While this is not so easily demonstrated as Watson's reflexes and conditionings, still it gives us a valuable formula for explaining much of human life. The will-to-power, the instinctive drive for dominating things or people--the reactions to thwartings of the ego drive, in all this unloveliness of inferiority complexes and anti social activity of childish misbehavior, the self centeredness of the hypochondriac, or cruel exploitation of other human beings, in the name of business, politics, industry, or war--all these point eloquently to the need for wholesome ego expression and a type of education that recognizes the need of every boy and girl for activity and gratifies his sense of importance through wholesome worth while accomplishment--and thus saves him from the ugly forms of self-assertion or self-abasement which always indicate a thwarted ego. If given proper opportunity for creative constructive activity, the child is enabled to face the reality of life, the outer world of things and people, and is not driven to the necessity of getting a distorted view of his own ego and its supreme importance in the scheme of things.

A wholesome absorption in reality which makes possible a forgetting of self--an overcoming of a certain petty touchiness and the fear of personal humiliation, is one of the soundest goals in emotional education. A goal based upon the established truth of modern "individual" or ego psychology.

Again, psychology is being written nowadays in terms of relative maturity, the dangers of fixation at infantile or puberile levels. We are reading much of regressions to the baby stages in emotional crises. Overstreet, in his enlightening volume "About Ourselves," gives several graphic pictures of personalities that haven't grown up--ranging all the way from the severe form of war-time shell shock to the more usual wives who crave paternal protection from their husbands and husbands who demand to be mothered by their wives. A whole new picture of what emotional maturity really means, a picture of an ideal man or woman--fully mature in all aspects of development and especially in the field of the emotions where lower level fixation is so easy and so frequent, is being drawn by the psychologists. Such a picture is almost hopelessly and discouragingly ideal. Most of us poor adults in contemplating the high descriptions of maturity in the newer books show our own ego centering by making discouraged comparisons with ourselves--or else we rationalize and say so tritely that poor old human nature can't be changed--and that the adult world will always be made up of children of a larger growth. But again--some of us who are dealing with modern youth--teaching them the newer psychology of ego and emotional maturing are often gratified at the clear insight they show into the childish level reactions of parents and teachers. Students in college then ask why parents are not compelled to keep up to date in psychological study--others show clearly, in their confidential talks, that they are already so mature that they are tolerant, in a kindly and no longer rebellious way with Mid-Victorian sentimentality and Puritanical repression found in their own homes. And not long ago a fifteen year old school girl whose mother was grieving over the passing years and a few gray hairs, remarked in my hearing--"O Mother, you're too self conscious!"

"Facing reality" as a test of mental health is accepted as a truth by psychologists and psychiatrists everywhere. Since this is so profoundly true, it must be accepted as the aim of education par excellence. Too tender a protection from even the stern realities of life, a permitted indulgence in day dreaming or wish thinking, a repressive morality, a childish escape from disagreeable tasks or situations, the attainment of a spurious sense of self importance by emotional explosions--or a more subtle technique of domination of a human individual or group--or any methods of school or home training that lead to these undesired conditions--are all over the ban of modern, progressive educators. Instead the quest is an active one

for those subjects of instruction, those types of activity, those elements of physical and personal environment that will enhance proper conditioning and reconditioning of the elements of behavior, that will help the struggling and asserting ego of the child and youth to normal, satisfying expression--and that will make it less likely that the youth stagnate or fixate at any lower level of his maturing and more and more likely that he will reach the full state of ideal maturity in action and feeling. Constructive activity with things or social groups, dramatic representations on the level of real interpretation of life as he knows it and not as a mere puppet or reciter of lines, the school-room project of various sorts--all these fit into the picture as means toward a much desired and high accomplishment in human development.

APPENDIX C

SPEECHES AND ADDRESSES

RELIGION--A WAY OF MENTAL HEALTH[1]

One of the outstanding characteristics of the generation in which we are living is its devotion to the study of psychology. The very nature of psychology has meant that it has very easily come into popular awareness and has ceased to be exclusively an academic subject with its content mainly built up from the introspective accounts of the workings of the minds of philosophers. It has come to concern itself with the everyday lives of ordinary men and women and children. In the field of psychology during the last fifty years there have been a number of special movements, the child study movement, behaviorism, psychoanalysis and the so-called mental hygiene movement. To the last of these we give our attention this evening.

It was this speaker's privilege to be a member of one of the first classes in Mental Hygiene under Dr. William H. Burnham, whose two books published since then, the Normal Mind and The Wholesome Personality, have had great influence in this particular branch of psychology. And the recent death of Mr. Clifford Beers, whose book, A Mind That Found Itself, has been read for nearly forty years, recalls the fact that Mr. Beers, after recovering his sanity in a most remarkable way, was instrumental in starting a nation-wide movement for Mental Hygiene, through the founding of a permanent national committee of psychiatrists on mental hygiene and the establishment of the magazine Mental Hygiene. Through the work of this committee and the publication of the journal the attitude of the public toward various forms of mental illness has been greatly modified; and so-called insanity has ceased to be looked upon as a hopeless and disgraceful condition; asylums have become hospitals; and mental illness has come to be looked upon not only as something which often yields to treatment but as something which can be prevented by proper regiment and the removal of fears, worries and conflicts, and the general integration of life about wholesome activities, purposes and ideals, and the development, so far as possible, of attitudes and points of view in life that make for emotional stability.

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[1]Speech delivered in Morris Chapel, September 19, 1943.

The accomplishments of the last forty years are numerous and large.

It must be remembered, however, that the psychologists themselves are persons of limitations, often disastrous to what they would accomplish in teaching persons to regulate life. And the matter of using religion as a stabilizer of emotions and an integration center in life has too often not entered into the calculations of the psychologists themselves, because they, alas, have too often not in themselves realized the benefits of a religious outlook on life, or have been prejudiced by the fact that so many people use religion as a cloak for fanaticism, intolerance and violent prejudice on the one hand, or as an excuse for indulging in emotional orgies or gross self-centeredness on the other. The use of religion as a way or the way of mental health has suffered because so many psychologists have prided themselves on being among the young intelligentsia whose rebellion against religion is, without their knowing it, a rebellion against the worst forms of its expression; it has also suffered because religionists, perchance, have not had sufficient insight into the real nature of psychological processes; or that their insight has been intuitive rather than scientific.

The meeting of these two groups of people is, however, taking place, as, for two outstanding examples, in the work of Henry C. Link, a professional psychologist, and Dr. Harry Emerson Fosdick, a minister of religion. Fortunately, each of these men has written a book giving an account of his own arrival at a point of view and detailing methods and devices in the treatment of maladjustments. These books are addressed to the intelligent layman in either field. Link's is entitled The Return to Religion, and Fosdick's On Being a Real Person. The reports of large sales of these books is very encouraging as an augury of the contributions they make to the thinking and practice of mental hygiene and religion. A brief account of each of these books would seem to be in place here.

Dr. Link, in his book, tells how after years of practicing psychology and advising private patients in their emotional difficulties discovered that the insights he was gaining and the advice he was giving were essentially directed toward the practice of religion. Himself a product of a Christian home and reared in church-going and other religious practices, while in college he had drifted away, had developed an attitude of skepticism in the matter of religious beliefs and an idea that religious observances

were only for the unemancipated or immature people. However, when he discovered that his advice to patients was taking the form of recommending the same sort of personal regimen that religion is concerned with, he was honest enough to make a complete revaluation and frankly to acknowledge that he and other psychologists had been neglecting one of the most significant phases of life in their neglect of religion. His book, The Return to Religion is both a treatise on the psychology of religion and on the therapeutic values of the practice of religious faith as a stabilizer of life.

Some religionists may say of Link--"That is only what most of us have known all along"--but is it not significant that in a bewildered age like ours a prominent psychologist should make the confession he does, and should preach a return to religion?

Almost the opposite story is that of Harry Emerson Fosdick. His latest book--now a best seller--On Being a Real Person, is at once an apologia for his psychological faith, and an exposition of the techniques of a mental hygiene counseling service as conducted in a great city church. Dr. Fosdick, whom most of us know as a great preacher and writer, early in his ministry was confronted as a pastor with many personal problems of his parishioners. He felt his own inadequacies from the point of view of a knowledge of psychology, and thereupon began, under the direction of leading psychiatrists a course of reading and study to prepare himself for better counseling service. The result is told in this excellent book. It is to be recommended to all students of psychology, and especially to serious minded men and women who would get a new outlook on the possibilities of Christian faith and the values, for the here and now, in the practice of religion, for enriching life and enlarging one's possibilities of service.

So much for the two books, which supplement each other so nicely in showing a new meeting between mental hygiene and religion.

Since this talk on the subject has been in preparation, my attention has been directed to several articles along this line in recent magazines. In the current number of the Journal of Mental Hygiene appears an article on the adjustments of mature people. The author, after mentioning the fact that we are almost surfeited with discussions of the problems of youth, suggests that more attention needs to be given to the problems of older people. Then he

proceeds with a discussion of the problems of the mature mind and their solution, and among other suggestions he includes the importance for the mature mind of coming to grips with the problems of man and his destiny and one's relation to the universe. One raises the question as to whether this author thinks religion is only for the mature, and whether Link's title, A Return to Religion, is not after all a confession of the failure of religious education. Is religion either something that should wait till maturity for its realization? Is it something that may be given in small doses in childhood and youth, to be neglected for years and then returned to? Or is it rather a discipline of life that should be gradually developed from early childhood on through to the closing years, without any intermittent drifting or neglect?

Another item of recent observation was the comment in Time Magazine's account of the recent revision of the Episcopal Hymn book--to the effect that about a hundred of the older and more ego-centric hymns had been omitted, and had been replaced by those representing more the social rather than the purely individual interpretation of religion.

But, you may be asking, what are some of the fundamental principles of mental health? What is the mental hygienist striving to do for people whether it is interpreted in terms of religion or not? The simplest and most comprehensive principle of mental health is that of wholeness--or as the word is sometimes used--wholesomeness. Specifically, we may express this in terms of the mental hygienists's four freedoms:

Freedom from fear, anxiety, and excessive emotionalism,
Freedom from inner conflict,
Freedom from self-centeredness,
Freedom from short perspectives on life.

As a corollary to these freedoms, we may put a list of ideals to be achieved, as follows:

A proper balance of feeling, thinking, and doing.
An integration of life around a few worthy centers and interests,

An integration within oneself,
An integration of oneself with the worthy purposes of society.

By integration is meant the bringing of all the life energies to harmonious expression together to form of the person as nearly a perfect whole or wholeness as possible. The very opposite is here implied of inner conflict or the divided self. The very naming of these desirable freedoms and achievements is to suggest at once the ideals of religious culture.

Freedom from fear, and from conflict, suggests a whole wealth of religious experiences and phrasing--Love never faileth, perfect love casteth out fear--when I would do good evil is present within me--deliver us from temptation--the conflict between the flesh and the spirit--the war among one's members, as St. Paul puts it--passing from death unto life. How natural it is for the psychologist who thinks in terms of religion to draw his illustrations and his phrasing from the wealth of the world's religious expression, and thus to give to his student or to those who seek solutions to personal problems, a sense of the oneness of experience, and a relatedness to great souls in the long past who have enriched the story of human striving and achievement. "Faith of our Fathers, living still!"

Freedom from self-centeredness. A young child or infant is entirely self-centered and much of the process of education consists in directing interests outward. Much of mental illness is explained as stagnation on the egocentric level. Alas, too, there is a form of religious expression which does not rise above the level of seeking one's own personal salvation and boasting of mansions in heaven or of stars in one's crown; or in psychological terms--attaining ego-gratification by a sense of self-righteousness. Such forms of self-centering in the name of religion have done much to drive people away from religion in any form. But when one grows beyond self-seeking, he really exemplifies the injunction that he who loseth his life shall find it. True forgetfulness of self can be attained by identifying oneself with something greater than self, a cause worth fighting and dying for, and more significantly a cause worth living for in inconspicuous, prosaic ways through long days and years because the task is worthwhile.

A sermon of Bishop Francis McConnell, of some years ago, comes to mind. The bishop's text was, "They shall

mount up with wings as the eagle; they shall run and not be weary; they shall walk and not faint." His emphasis was upon the necessity for life of learning to do the prosaic task long and steadily--"Walking and not fainting." One is also reminded of a certain psychologist, Mr. Frankwood Williams, who in the early days of the Russian experiment, went to that country to study the institutional care of the insane. You may read his account in his book, Russia, Youth and the Modern World. Mr. Williams found to his surprise a marked decrease in mental disorders involving fears, anxieties and personal worries. From the study of institutions Williams went to the study of the society where these changes had been brought about. He believes he found the secret of the new mental health, or at least a marked decrease in several forms of mental illness, in the changing attitudes of youth. Their entire devotion to the cause they were living for, their self-forgetfulness in identifying themselves with something bigger and more important than their petty personal concerns--these things Mr. Williams holds up as a worthy example for the rest of the world. In the same connection one must remember also an older book of the late philosopher of Harvard, Josiah Royce, The Philosophy of Loyalty. Royce's thesis is that ultimate meanings in life are realized when the individual finds a cause worth living for and devotes himself to it with entire loyalty. "Seek ye first the kingdom of God and all these things shall be added unto you" or shall we say, Seek ye first the coming of the kingdom of God on earth in the here and now!

Freedom from short perspectives on life. One of the questions asked for school children to test their maturity is this--would you rather have one piece of candy today or two pieces tomorrow? And of older children, would you prefer to take a job paying 50 cents a week for ten weeks, or do without pay for ten weeks and then be paid ten dollars?

According to Count Korzybski, the chief glory of man is the fact that he has a time perspective. He has a better memory of the past and a far better imagination of the future than any animal. Thus he is able to conceive principles of action and to rise above the level of impulse. In the present crisis we are being appealed to control the spending of our money in order to avoid inflation--a special form of the control of impulsive action--and we are asked to cooperate in post-war world planning. As parents and teachers we are being taught to think of the present functioning of children and youth in terms of a future a few or many years hence. Our training of children in citizenship

is not alone for their present welfare and happiness, but for their adult lives and the world that they will make. Thus the story of education is very much the story of the lengthening of perspectives, and that of religion is much the same. Religion carries to the greatest length the envisaging of a world of things as they ought to be--the shape of things to come--not only in matters of material gadgets but in things of the spirit as well--a world nearer to the heart's desire--the coming of the kingdom of God on earth, or shall we say the Democracy of God on earth?

Let us repeat then our four freedoms:

Freedom from fear and anxiety,
Freedom from inner conflict,
Freedom from self-centeredness,
Freedom from the short perspective.

You will think of many more illustrations of the working of these in daily life than we have had time to mention here.

Now a few words about the desired achievements. First, a balance of thinking and feeling and doing. It is easy to see that most of us in our own Christian lives are either too coldly intellectual, without a proper warmth of feeling and a proper amount of action to back up our own thoughts and our prayers--or we indulge in feelings and emotion without the balance wheel of clear thinking and action appropriate to our feelings--or we are the people who must be forever doing things, the Marthas cumbered with much serving, without taking time for the "better things" of the mind and the heart.

In classes in character education we need to develop not merely men of good will, but men of clear thinking, good feeling and right action.

The other achievements mentioned were in terms of integration about worthy centers, integration within oneself and integration with the worthy purposes of society.

The psychologist reminds us that one can center one's life around money, material possessions, good looks, successful achievements, around the persons of one's family or children, or art or literature, or social service, or creative activity of any sort. The principle of centering about those things that are least transitory and that have

most enduring values, is the one that both the mental hygienist and the religionist recommend. "Lay not up for yourselves treasure on earth."

Again an individual may be well integrated within himself, in the matter of avoiding inner conflicts or divisive emotions, and this is so far good, and until a few years ago this is about as far as the mental hygienist went--but more recently the integration of the self with the worthy purposes of society has been receiving attention in the psychology books. The religionist reminds us that through the Fatherhood of God all men are brothers--and the good neighbor policy had one of its clearest expressions in the Good Samaritan.

Morris Chapel,
September 19, 1943.

Harris, Dr. J. William: "Address on Psychology"[2]

Proceedings of the Twelfth Annual Convention of the California State Division International Association for Identification. Sacramento.
(held at Stockton, California, May 5, 6, 7, 1927)

My interests in psychology have been various: primarily in the training of teachers, and in the study of psychology of the normal child as he is met by teachers in the classrooms of the public schools. Breaking down of older thinking on psychology, of heredity, and a certain fixedness of human nature; that one boy comes into the world destined to be a criminal, another a student; we are seeing life more as a matter of habit, more and more the product of a child's reactions upon his social environment beginning even from babyhood. We find the same thing in schools, and in the juvenile courts, only in lesser degree. I find myself going more and more into the study of abnormal psychology in order to understand the beginnings or backgrounds of offenses and delinquency, particularly, that we might discover them at their very beginning and not only treat or correct them when they become law breakers or disgusting offenders, but also that we may doctor (treat) them in the early stages and by the process of education lead them into lives of good citizenship. (Therapy)

There is no hard and fast line drawn between the juvenile court and other officials of the law and the school man and woman in dealing with children. Most of us believe that the majority of the unfortunate children are victims of environment--victims of bad social adjustments. Abnormal psychology explains the terminology and many technical terms of psychology such as the conditioned reflexes (John B. Watson's studies on fears explained away a prevailing belief that babies are born with a fear of animals.) Watson tested and explained the conditioned

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[2]Speech delivered to the Twelfth Annual Convention of the California State Division International Association for Identification at Stockton, May, 1927.

reflex, that it has a great meaning in the development of habit and reaction in life. Also he explained the conditioned reflex as demonstrated by the flow of saliva of a dog--with food and use of a bell similar to Pavlov's experiment. The flow of gastric juice in a child who had been burned with lye and an opening made into the stomach--at the Heidelberg Medical School--was demonstrated by the use of food together with the sounding of a pipe. The child was not conscious of the pipe and did not think about it. The conditioned reflex of the child's nervous system controlled the unconscious processes of the child. These experiments are both interesting and significant, because they show much more than we have ever known of what a very delicate thing the nervous system is and how subject it is to accidental conditions.

Next, the psychologists have experimented with reconditioning: psychologists are certain that if with the most undesirable habits or reaction patterns, the results of unfortunate circumstances, by changing the circumstances they can recondition and bring a person back to normal--as developed by the above experiments.

By continually sounding the gong and not giving food the psychologist awakens the response and finally breaks it down entirely. This is significant with humans in the development of bad habits and the curing of them.

Another important term is "ego," the self: the organization of an individual as a whole seeks satisfaction, and the whole quest, the whole problem of life of a growing child is that of getting satisfaction for his ego; this is the ego impulse or the self-regarding impulse. If not met he will get satisfaction in some other way.

As to sex, the psychologist means something a great deal more than just a physiological process. He means by that the whole direction of the regard of the child. Practically the whole thing the child is seeking is a line of satisfaction for himself. Much modern psychology is misunderstood because it deals with or uses the terms sexual and sexuality. Most people think of it in a narrow sense, but psychologists use it in a very wide sense.

Psychologists are also using the words "infantile" and "infantilism." There is a normal rate of development for people from babyhood to adult life in mind as well as body; that the process of education consists in growing up in every phase of one's being--and this is very important--that nearly every trouble or abnormality is due to poor

adjustments in the growing up process and represents a reflection of a more or less infantile or babyish matter. Practically all of the disgusting abnormalities of sex can be explained on the basis of that theory. Now to use the term "sex" as the psychologist uses it, it must be in the broad sense, it is the subject of the child's affections. The psychologist is trying to describe what is meant by the order of development of the chief and central interest in life.

Now the child is entirely self-centered. He is seeking entirely his own pleasure. He has no thought of doing anything to please anybody else. He is a perfect little tyrant. He is in the initial stage, the stage of self-love. The next stage is the one in which the child makes an emotional response to his mother or father, whichever cares for him most. And it is quite natural as the psychologists say, that he will practically fall in love with his mother. In this stage she is the whole center of his regard; but there comes a normal time in boyhood when the child is growing up and he must have some other object of affection. He must break the tie with his mother and he seeks companions of his own sex. He plays with boys if he is a boy; with others of his own age, or he develops a friendship for an older boy or a man, someone of his own adolescence, if he is normal, the experience or several experiences of falling in love and finally of mating. That is the normal case.

In many abnormalities of life the person stays in one of the above mentioned lower levels of development. There are many who develop mentally and in many other ways but have stayed in a very low level of self-love, and even if they make attachments, they are entirely selfish ones--entirely from the standpoint of what they can get not what they can give. Many men and women are on that level: that infantile level. We know that many boys stay on the level of love for the mother; they are literally tied to mother's apron strings--the ordinary goody-goody boys who always take mother's advice--but they do make a certain kind of adjustment. They may be very unhappy in play, or in life or to a mature love in life, yet may not necessarily be law breakers.

But others in rebelling against these conditions may steal or do some bravado thing in an effort to break these ties with their mothers, or from fathers who are trying hard to hold them, however the children are not aware of this themselves. Quite frequently it is the child's

rebellion at being held to a low level of emotional attachment that he has outgrown. He does not have a normal outlet or an objective interest in life that would save him from anti-social reaction.

The psychologist uses the term "homosexual," which simply means a tendency to fall in love with person's own sex. We term it perversion. The psychologist holds this to be a normal aspect of life in that period of boyhood before adolescence when the child is first growing away from parental influences.

In that rebellion against the home and finding his satisfactions in the gang and in activities with other boys he is essentially on a homosexual level. If his life is normal, with plenty of activities, games, athletics, this period when he is not interested in girls and not in his mother or father but in others of his own sex, there is no danger that he will get into perverted practices sexually with boys or with men. Normally, as he outgrows this period, he has normal experiences of sex attachments to girls and finally satisfactorily mates.

Now you see that all those perverted practices in a sex nature are simply reflections of that lower level. The homosexual or pervert is one who does not grow up to the normal kind of sexuality. He stays on that level and actually, as he grows physically older he gets into actual sex practices with others of his own sex. There are infantile regressions in these practices and gets satisfaction in infantile sensations of pleasure.

This theory of different levels of normal development explains many cases of retarded development for the ordinary person. This is so because many of these cases are not isolated ones, but are found in every class of society with comparative frequency.

Since sexual perversions are undoubtedly due to accident of first sex experience (it is taught to others) and because it is a boy's first emotional experience, it stays fixed through life, He may outgrow it, but usually not completely so; he is not perfectly reconditioned. Through psychotherapy with the doctrine of the conditioned reflex, by bringing to the conscious mind an early forgotten experience the individual may be brought back to normal. The attitude of the psychologist toward these offenders is that of scientific interest and sympathy,

and not so much of disgust and of punishment. Scientific treatment and sympathetic understanding is the basis for reclaiming these peoples lives.

During the last ten years psychologists are believing that most of the faults of human nature are the products of unfortunate environment and they believe they can be reclaimed for normal happy lives. They maintain that the test of being normal or abnormal is made of two things, closely related: one, the normal person is one who faces reality; the other, the normal person makes a successful social adjustment in his life with other people; the two are practically the same.

There are many abnormalities that affect teachers more than officers of the law. These are of lesser degree and are characteristic of all public schools: those children who resort to the various adjustment mechanisms of all kinds. Their little egos are bound to get satisfaction in some form--aggression, escape, or compensation.

However, these are familiar to us all; but there are stages of these up to paranoic patients, a regular series of graduations from one to the other. Even with these patients there is an element of satisfaction which they are getting.

All abnormalities come from failure to adjust. In closing, I will say what can be done about it. Every child has a right to be satisfied, successful in whatever he can do. He ought not be given tasks beyond him, nor continually criticized. He should be placed in such tasks that he can succeed; he should be helped to face reality; he ought to have as much object interest as possible to have mechanical devices. Not to think too much about himself--he should have woodworking material, sports and athletics, a great many interests and things to do--these rather than to allow him to turn inward on himself, in self-pity or rebellion.

Bertrand Russell says that competing with other people in athletics sometimes frequently makes successful citizens; but he also says the danger is too great that we will develop a nation of fighters, develop antagonisms and forms of human exploitation. He says that instead of having games of personal combat or contest, boys should get their sense of victory of overcoming something in the field of mechanics, an old car to fix, or sail boat, a model airplane, and over which he can be victorious.

Russell holds these are much more wholesome than a lot of competitive games which he believes develop too great a competitive society and exploitation of one class of people by a more successful class.

Also I have tried to show you what the psychologist thinks of the child: He is of a unified mind; not divided against himself; successful in his adjustments; he has a right to get satisfaction; which is a fundamental force in nature. If it is not provided in a normal way it will come in abnormal ways and the secret of a successful citizenry is the secret of a good education, one that takes in a great deal more than teaching the boy to figure or write or spell or the bare facts of history; an education that takes into account all of the forces that make for personality. It seems particularly hopeful that you as officers and that we as teachers can get together in friendly consideration and discussion of these fundamental problems.

APPENDIX D

SELECTED LETTERS

AMOS E. CLARK

A teacher and an author, Amos E. Clark, attended the College of the Pacific, when it was on the old campus at San Jose. His letter that follows provides a good account of this former student's memories of Harris. It was written at Los Angeles and dated January 31, 1958.

> When Dr. Harris first came to the College of the Pacific in San Jose, I was a very immature student in the Junior Class. We heard that the new professor was coming to start a new department called "Education," but few of us had any clear idea of just what that meant. However, I was able to take one or two courses with Dr. Harris before I graduated and hied me off to Berkeley's U. C. to get my certificate in high school teaching.
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> There I found that about a dozen major courses stood between me and my proposed career as a high school teacher, courses with formidable sounding names, in which I was supposed to learn how to teach. This seemed to me a good deal of required foolishness, for I thought I already knew how.
>
> Now after spending some thirty-seven and one-half years teaching in the secondary schools of California, I look back to Dr. Harris as one of my guiding lights. His most valuable contribution to me was the impression I received of his kindly attitude toward his students, which, I feel, is a most essential characteristic for a person to have in order to become a successful teacher.
>
> Outside of class Dr. Harris was the same kindly and efficient person. I was closely associated with him on one particular vacation when for financial reasons I had to stay over at the East Hall dorm. As Dean in charge of the dorm, Dr. Harris brought his bed out on the balcony, where three or four of us were passing the summer nights. I remember especially our conversations in the dark, in which Dr. Harris took a leading part, contributing most valuable ideas to us youngsters on the meaning of life's experiences. He was always a real friend to us and a real gentleman.

HOWARD HAROLD HANSON

Howard Harold Hanson is one of America's leading composers, a graduate of the Northwestern University and a winner of the Prix di Rome in composition. He was Dean of the Conservatory of Music at the College of the Pacific following his appointment to that position in 1916. His letter was written at Rochester, New York, on February 24, 1958, as Director of the Eastman School of Music.

> I am deeply grieved to learn of the death of Dr. Harris. I knew Dr. Harris very well as a young teacher at the beginning of my career and we became fast friends. Our friendship included many breakfast competitions over the coffee cups. He was one of the few men who loved coffee as I did, and at each breakfast together we would vie with each other to see who drank the greater number of cups. As I recall twelve cups during one breakfast was the championship record!
>
> Dr. Harris was a remarkable man. He was not only a distinguished scholar, but also a great teacher with a warm interest in and regard for his students. Education was for him never a dry accounting of facts and figures, but was so concerned with content that the division between content and pedagogy was never apparent. They were always both so beautifully fused.
>
> With his scholarship and his great pedagogic ability went a magnificent sense of humor which was never absent. It was a kindly humor, never sarcastic, but always gentle and full of affection.
>
> The College of the Pacific has had many great teachers, but none who took a more unique position in the College's development than did J. William Harris.

JAMES RALPH JEWELL

Dean Emeritus of the School of Education of the University of Oregon, James Ralph Jewell, attended Clark University at Worcester, Massachusetts, beginning there in 1903. His letter, dated October 25, 1957, and addressed at Eugene, Oregon, is quoted below in almost its entirety. He was a friend of Harris's at Worcester and again through the years, when he was at Oregon and Harris was at Pacific in Stockton.

> Let me tell you first, if you please, of the very great sorrow the news of the death of my once-intimate friend, Dr. J. William Harris, gave me. Not infrequently I have been up and down California during the past quarter-century, but only two or three times through Stockton. Each time I was there I found Dr. Harris to be out of town. Other than he, my most intimate friend of Clark days--save perhaps Terman and Gesell, was Dean Cleveland, of Washington State--and he passed away two or three years ago. I'm taken back to my old McGuffey Reader--"But, none were left to greet me, Tom, And few are left to know Who played with us, upon the green, Just forty years ago." Evidently, I'm going to have to live with the prophet: "And I, even I only, am left!"
>
> . . . . . .
>
> I myself went to Clark in the fall of 1903, from Coe College, Cedar Rapids, Iowa. Mr. Harris, as I now seem to remember it, arrived in Worcester two years later. We each lived in the home of Mr. and Mrs. Dearborn, at 70 Florence Street, as did also Arnold Gesell, from Wisconsin, who has made his Institute of Child Development at Yale, world famous. Mr. Harris's room was just "down the hall" from mine, so of course we knew each other almost as intimately as if there had been no partition wall between us. He majored with G. Stanley Hall, so did I. He minored with Dr. William H. Burnham, so did I. I had grown up a typesetter in printing offices; and so largely paid my expenses

during my years at Clark by reading proofs for the publishing firm of D. Appleton & Co. This firm employed me to read the proof for Hall's big two-volume Adolescence. That gave me a line to line familiarity with the great work which I was glad to pass on to Dr. Harris. The proof reading began in the Clark Library, but soon it was transferred to Dr. Hall's own study, and there I worked, at his elbow for weeks which drew out into months.

My most intimate friends in Worcester were Dr. Caroline Osborne and her sister, Miss Lucy Osborne. Dr. Osborne, a physician of wide repute, had been for many years Dr. Hall's personal and family physician. Miss Lucy Osborne was a leader in the Methodist churches of the city. Mr. Harris was himself an ardent Methodist, and I was able to introduce him to Miss Osborne, and so watch him feel his way into an interesting psychological-theological status that became a part of his life. Fittingly, it was during these very years that G. Stanley Hall was getting under way his important Journal of Religious Pedagogy, and it fell to me to prepare for publication many of the contributed articles. Time and again, Mr. Harris and I sat up into all hours of the night discussing certain of them.

Because there were no "classes," never a recitation period, we Clark men came to know one another only indifferently well. Each man was intensely at work on his own research problem,--as soon as possible, his doctoral dissertation. A certain rapport grew up among the few men, usually five or six, planning to come up for their final examinations the same spring. For, they found the custom already awaiting them of that year's group meeting, usually weekly, for discussions of what they assumed might probably be the subject matter of the approaching orals. Had I not lived in the same home with Mr. Harris, and indeed next room to his, I would never have known him intimately. In a way, he led a different life from that of most of the men, for, after the early death of his mother, he had been brought up by an older sister, and he reflected her upbringing in his whole life and his every attitude. His church work meant fully as much to him, and probably much more, than did strictly academic attainment. Never was there any doubt that he would give his whole life to his fellow men. As he did.

> This has drawn itself out in what I now realize is a very rambling way. However, I hope that it is the kind of a set of comments such as you had in mind. And as I close, I have to offer you a sincere personal apology for the typing. The one remaining eye that tells me anything whatever demands a large reading glass,--which can't be used in typing. The keyboard is just a blur of black and white, and, to my sorrow, I never learned any system of touch typing. And, having only two hands, I can't even correct a page already typed. One hand must hold the sheet of paper, the other a pen. And that leaves me no way to hold and adjust a large reading glass. So, I can only offer you my sincere effort. That, you now have.

GEORGE H. KNOLES

Dr. George Knoles is Director of the American History Foundation at Stanford University. He is a son of the late Tully C. Knoles, former President of the College of the Pacific; furthermore, he was a student with Harris when the college was at San Jose. His letter was written in response to a questionnaire left with him by the investigator requesting information about his associations as a student and as a fellow who was engaged in a similar calling to that of Harris. It was dated at Stanford University on August 16, 1957.

> Harris was always concerned with awakening a thirst for knowledge and understanding in young people not only in specific subject matter, but also of life. His students gained from his personal warmth and wisdom through personal contact. I recall visiting in his apartment (in San Jose), when he was Principal of College Park Academy. Occasionally he would take us to San Francisco to hear an opera, operetta, or play; and he would give good books as presents at graduation or on other occasions.

I doubt that Dr. Harris ever thought about the question of how his interest in and communication of his broad cultural background affected the teachers. He was interested in men and women. I am sure he agreed with Emerson's American Scholar that what the world needs is not teachers, or doctors, or lawyers, but men as teachers, men as doctors, and men as lawyers.

The importance of his study, travel, and observations of European culture and education to his teaching was very significant. He had an unusual capacity for translating his own infectious enthusiasm to others. On the occasion of my A. B. commencement, Dr. Harris presented me with copies of Benvenuto Cellini's Autobiography and Merevjowski's Life of Leonardo di Vinci. The Renaissance had captivated him and he sought to convey his zest for it to others.

PAUL A. SCHILPP

Dr. Schilpp was a colleague of Harris's at the College of the Pacific before he became the Director of the Philosophy Institute at Northwestern University at Evanston, Illinois.

Dean Harris's personal relations with his students were always warm and with the better students sometimes even intimate. Students certainly did gain a great deal from the warmth and wisdom of Dr. Harris. He was never too busy to listen to their problems, but always a true friend and counselor.

Of course, his students gained a deeper insight and understanding from Dean Harris's own rich background and cultural understanding and grasp. His students were enriched by his visits abroad. Probably no one can actually calculate how much this cultural depth affected future teachers of the young.

The pragmatic instrumentalism of John Dewey did have a great influence on the thinking and teaching of Dean Harris--without warping his own thought to such an extent as to have made a slavish or uncritical follower of Dewey. He used Dewey's ideas as Dewey himself would

have wanted him to do: by making Dewey's thinking go through the crucible of his own understanding and critical mind.

As a result of Dean Harris's visits abroad his students gained a new insight into and comprehension of other cultures, thought-systems, and educational methods and theories. This must have been invaluable to future teachers in this country.

The question of his ready fund of stories and anecdotes cannot apply to the undersigned /Schilpp/, inasmuch as I never was one of Dean Harris's students, but his colleague on the College of the Pacific faculty. But, even in personal and faculty relations this vast fund proved to be always exciting and instructive to all of us who had the privilege of knowing him intimately and of being counted among his close friends.

CAROLINE A. OSBORNE

Caroline A. Osborne as has been related by Dr. James R. Jewell, was a member of the household where Harris lived when at Clark University. Jewell wrote of the relationship Harris and Miss Osborne had with their work and interest in the Methodist churches at Worcester, Massachusetts, and in intellectual interests that were centered in Clark University. The following is an extract from a letter found among Harris's papers, dated November 7, 1910:

I have not registered at the University yet this year. I may and may not. . . . Dr. Hall /sic/ courses of lectures as far as I can make out this year are the barrels turned over. He is giving Modern Philosophy, Genetic Psychology, Psychology of Religions, and his Saturday educational course. The new college library was completed this fall, and some of his lectures are given there. Dr. Hall and Dr. Burnham have offices over there, as also does Dr. Smith.

APPENDIX E

INTERVIEWS: JAMES WILLIAM HARRIS

INTERVIEWS: JAMES WILLIAM HARRIS

MARCH 25, 1957--MAY 28, 1957

MARCH 25, 1957

G. Stanley Hall was one of the most inspiring teachers I have ever known. He introduced us to the study of Child Psychology, and a year or two before my entry at Clark University as a student I read his interesting book on Adolescence which came out about 1904. I was teaching in high school in South Dakota at the time, and the books on adolescence seemed to fit the problems I was having or expected to have with high school students.

Another item I recall was that he [Hall] had been all over Europe, and had studied extensively in Germany. He recommended that we students should go to Europe to study, if we ever had the opportunity. He did not recommend, however, that we should take advanced degrees over there in any one university; his recommendation was that we should visit a good many universities to meet people and professors and interview them about their work.

In carrying out G. Stanley Hall's advice, I went to the continent, first going to Hamburg. While there I met Ernest Meumann, who was a recognized educational lecturer. He made appointments for me as well as having me in his home to discuss educational matters. My first taste of the very efficiency of the German methods came with the many appointments he made for me to see most types of the regular German education, the gymnasium, and the required elementary schools. One day he suggested that I hire a taxi, and arrange with the driver to meet me after each half hour during the day, so I could visit a number of schools. Upon these visits I found the school officials knew who I was and in what I was interested. It was interesting to see that even the students in these schools knew that an American visitor was coming.

Later I went to Berlin where I met several American students who were particularly helpful in assisting me in attending lectures and seeing the university. I then went to Leipzig, where I met another American student who told me that I was extremely fortunate in

that the greatest psychologist then known, Wilhelm Wundt, would be visiting the university; that evening I was fortunate in meeting him. He was very cordial; the two of us spoke a combination of German and English, and I thought the meeting most unusual. I had read his three volumes on psychology at home in America having learned to admire the work and the man himself. I was extremely fortunate to get a personal memory of him.

From Leipzig I went to Munich, where I again met American students who helped me with introductions and helped me in other ways. First of all I wanted to see the famous Deutches Museum, where there were many historically valuable German things; I learned very much from my visit there.

I also saw German part-time schools, that operated for a few weeks on theoretical schooling followed by a period of actual vocational work. For the year, 1913, that was relatively new. Since that time, however, the plan has been adopted by several American universities.

MARCH 29, 1957

I was teaching at the College of the Pacific before I went to Europe in 1913. Our semester at Pacific ended at Christmas time in those years, since the school year was held from August to the latter part of May. After a summer of general sightseeing, I spent a semester of meeting prominent people in Europe as recommended by G. Stanley Hall. This was done as an educator who was engaged in the training of teachers. After the general tour I visited some English schools. So that I could get a wide range of observation, I visited different kinds of schools.

I went to the office of the Secretary of Education in London, where I was shown a visitors' book. The Secretary wrote a note of introduction to the Headmaster at Eton which was near Windsor Castle and London. Mr. Littleton, the Headmaster, invited me to luncheon, and offered me an opportunity to see the school. (Mr. Littleton besides being Headmaster was a clergyman in the Church of England.) Before luncheon, however, I was taken around the campus by the registrar of students, where I saw various student activities,

such as dismissal of classes, the normal classroom work, and among the students one of the young princes of the royal house.

While being conducted through the school by the Headmaster, I asked him if punishment was meted out to the prince as with other children. He replied that there was no distinction in their treatment. When we returned to his office he showed me a bunch of switches that were given to him at his inauguration as a symbol of his authority.

APRIL 9, 1957

As I went East on the way to Clark University, I stopped over in New York, where I met Harlan Allen's aunt, uncle, and cousin. The uncle was librarian at Columbia University while the cousin, a girl, turned out to be Dorothy Canfield, the writer. She had just published her first book.

I attended the second summer session graduation there, and sat with Miss Canfield at the exercises, where we heard the address by Nicolas Murray Butler, the President of the University. Also, I was able to get the Canfields interested in the Allen boy by telling them he would need assistance if he was to go to college, that he was deserving and that his family was unable to help him. As a result, with the Canfield's help he went to Dakota Wesleyan and later to the University of Chicago.

APRIL 12, 1957

Charles W. Everett, the son of a Methodist Minister attended the College of the Pacific [sic, University] at San Jose, when I first went there. I became acquainted with him at the time he registered. That was about 1910. When he came to us he mentioned that his father lived at Elk Grove, near Sacramento, and was a poorly paid minister. I was attracted to him because he used a strange term, "cul-de-sac," during our first conversation. He attended irregularly and in 1915 I gave him a job in my rooming house to help him work his way.

One summer session, when I was at the University of Iowa, he came to visit me from Washington University in St. Louis, where he was then attending school. He was a major in English. From there he went to Columbia University in New York later becoming a member of the faculty. One time he made a report before a seminar which was being directed by John Dewey. After that he advanced rapidly on the faculty; Dewey also assisted him in getting a two year research fellowship at the University of London.

I did not hear from him for several years. One evening during one of our first summer schools here at Stockton, he visited with us telling some exciting things which information I took to my class. We sat up most of the night during the course of which he told me that in order to make money while at Columbia he did manuscript reading for various publishing houses. One day a very long manuscript was given to him by the Macmillan Company. He took a few hours to read it through, returned it to the publishing house, and recommended they publish it. They felt, however, that it was too long. He stated that he got up and shook his fist at them telling them they were making a great mistake if they did not publish it. (It turned out that the manuscript was Margaret Mitchell's Gone With the Wind.) He waved his hand at them saying that in his belief it would be a best seller, and if you don't publish it you will regret it. Then he showed me a letter from Margaret Mitchell thanking him for getting her a good publisher.

Everett was the author of The Education of Jeremy Bentham, a result of a two year fellowship devoted to a research study of the contributions Jeremy Benthan made to English Law. Everett also delivered the Bentham Lectures at London in 1948.

During an interview Harris showed the investigator some photographs taken of a touchdown made during a football game on October 12, 1943, between the College of the Pacific and the Del Monte, Pre-Flight, Group Seven, a naval training unit. Pacific's team was largely made up of a naval V-12 training unit stationed on the campus and was coached by Amos Alonzo Stagg. It was rumored that the Del Monte team had five former "All Americans" and eleven professionals on the roster, while Pacific had its regular V-12 unit only.

As it turned out the photographer who was from Del Monte and also in the Navy was a cousin of mine from Baltimore. After the game he called me to tell me he would send me these pictures which he did after a few days.

Mr. Stagg was interested in Del Monte because it had played an unbroken record of wins. A few days ago, when Mr. Stagg was here visiting me I asked if he wanted them. He was delighted, remembering all the details about the game which his team had won. The pictures were of his team just as it was making a touchdown. I sent word to him to bring the pictures to a meeting of the Twenty-five Year Club meetings last Saturday, and he entertained the group for a half hour with recollections of the game. He told of detecting the signals of the opposing team's coach which gave him advance knowledge of the opponent's plays.

APRIL 23, 1957

Herman Minssen, a mathematics teacher from Stanford University, lived in my boarding house (circa 1915). He became Acting President of San Jose Normal School (later San Jose Teachers College). He went East, married, and brought his bride to San Jose, where he bought a large house. I sold my boarding house and they invited me to live with them. He grew in stature, later becoming Acting President of San Jose State Teachers College. While in that capacity he suffered a heart attack and died. The Minssens had a son who was a cripple and later became blind.

Some years later the widow of Dr. Minssen married Dr. McQuarrie, then President of San Jose State College. They have called on me here at Stockton several times.

APRIL 26, 1957

Howard Hanson was at Pacific when it was in San Jose. What amazed me about him was that he composed music on the train while coming from Chicago to San Jose. I asked him how he could do so without having an instrument. He said, "It was not necessary to have one; I knew exactly how it was going to sound as I wrote it."

From 1920 to 1924 I went to Iowa State University, where I had been invited to teach on the summer session staff by William F. Russell, the son of James Russell. The new dean invited me to come every year and be a regular member of the summer session staff, but I could not accept his offer because in 1926 we were starting a summer session here at Stockton.

In the first summer school in Stockton I had many teachers from the public schools in my classes. After several weeks some of them in one class became frightened of a final examination; they asked of what it would consist. I thought about this problem, and after a day or so I told them that they were to write a long letter to a close friend, imaginary or real, sizing up the course, the books, and points of the principal discussions. This made it an informal medium of examination rather than a formal one. The results were some very interesting letters, and the students felt very much better after being relieved from the pressure of a regular examination. I felt that it would not be just, otherwise, because many of them had not been in college or school for several years.

At San Jose I found the President of the Board of Trustees of the College of the Pacific was Mr. D. C. Crummey who was very active in church and in business affairs. His son, John Crummey, was also a good supporter of the College. While in San Jose, I had Mr. Crummey's sister and his wife in a church school class; later some of the family were in school here in Stockton. One son is now pastor of Grace Methodist Church in Stockton.

There was a surprising thing about this family. Some years after John Crummey's first wife died, he remarried in Honolulu. I discovered from the wedding announcement that the new Mrs. John Crummey was the same person as the eight year old child I met back in Massachusetts at the dinner to which Bishop Hughes had invited me. She had not been aware of how she helped me get my first job at De Pauw.

Edith Knoles has had a very interesting career, but as a young person she was always very shy. In San Jose she was in a play in which she was to make a chilling scream. She did not want to make it during rehearsals, but agreed to give it the night of the play. She said, "Please do not make me do it until that night." The scream turned out to be very blood curdling.

Harry E. Schaffer now in San Leandro was one of my gifted students. He has written several things for the third grade level. I have read some of his writings which include a "History of San Leandro" and a history of their church both written in very beautiful language. His sister, Mrs. Virl Schaffer Sweet, is now on the staff of Stockton College. (Both she and I have collected material for an exhibit of Wesleyana now in the basement of Morris Chapel.)

I have recently received a steel engraving of John Wesley from the Central Methodist Church in Stockton. The church had two engravings, one of John and the other of Charles Wesley, hanging in a corridor near the chapel of the church. These were interesting to me because they were identical to two others given to my mother years ago in Kentucky.

Reverend Loofbourow, now in Richmond, was my first M. A. candidate. This was back in 1912. For several years he was minister at the College Park Church near the campus in San Jose. While there he and I became well acquainted, and on afternoons would take walks on the campus. One of those late afternoons we were walking near the parsonage. He and his wife were both quite tall, and as we approached, his two and four year old children came running to meet him, he said that we should get down to their level. So he bent down to them and greeted them. (We are now placing blackboards down on the children's level in schools. He must have understood that.)

I had a student by the name of Robert Louis Burgess who was older than most students when he came to college. At that time I had a class at 9:00 A.M. in which he was registered. He was given access to the open book shelves in our library, and one day toward the close of the class hour he came in telling me that he had been reading Emmanual Kant, but had not realized the time had gone by so fast. I gave him my blessing because I felt that anyone, who would escape a psychology class to read Kant, deserved favorable commendation.

We became warm friends, and, when he heard about the "Harris Chair," he sent me a congratulatory note. He is a newspaper writer and his wife, Minnie, was one of my best students.

APRIL 30, 1957

The Department of Education was changed to the School of Education the year before we moved here to Stockton in order that it could qualify for the granting of general teaching credentials. For several years prior to this, the music department had had the privilege of recommending for special music credentials.

The School of Education was primarily the idea of President Knoles, and of course we had to organize for regular fifth year work in order to recommend for the general secondary credential. We had the cooperation of Marion Barr Smitten, then Dean of Women, of Lorraine Knoles, and others.

First of all we had the very active cooperation of the State Superintendent of Public Instruction and Evelyn Clement of the Division of Credentials at Sacramento. She was very helpful and visited with us on several occasions. During those years several meetings of representatives from various schools giving credentials were held in San Francisco, where discussions were held on policy.

The emphasis at Pacific has always been that a general and cultural education should be a background of all teachers, therefore, while we did give much importance to methods, we felt that a liberal arts college should add broad cultural background for teachers.

All applicants for credentials were to be interviewed by the entire staff that included a special group of instructors for the secondary teaching level. This group consisted of representatives of the heads of the various subject departments, who cooperated with the School of Education by giving teaching methods in the Teaching of History, English, Science, and other subjects.

MAY 6, 1957

At Clark University I heard of a job being open during the vacations at Chautauqua, New York. It was the Chautauqua Institute. I applied and was told to report a sermon that was being given in Worcester, Massachusetts, where Clark University was located and

I was to send the report to them. On the strength of this report I got the job and was there for two summers. That incidentally was connected with my teaching career. Books on the Chautauqua Institute were their own publications; it was the first actual adult education program in America.

When I was at Chautauqua during the summer of 1907, Dr. Hall was there lecturing; Judge Ben Lindsey was also there. Hall stayed at the big hotel and I lived at a private boarding house. He invited Judge Lindsey and me to be his guest at dinner at the hotel. It was very interesting in that Lindsey believed that juvenile courts should be established. Hall called his attention to the fact that city life was apt to get the child dubbed as a criminal whereas in rural life children were punished at home but were not treated as criminals. In the discussion Judge Lindsey believed that the juvenile court should take that sort of thing into consideration. The two men agreed very much indeed.

MAY 13, 1957

On one of our tours abroad there was an elderly woman of seventy-six years, a Mrs. Noyes from Sacramento. One noon in Paris we were seated at a long table at our hotel with Mrs. Noyes on my right. We were going to visit the Louvre that afternoon so she asked, "Is the Venus di Milo at the end of the hall at the left, and is the Winged Victory still standing to the right as we go to see the Venus di Milo?" Someone asked, "Mrs. Noyes, I didn't know you had been here before?" She replied, "I studied all this in the Chautauqua Series fifty years ago." Others asked like questions. She said, "No, but I have been looking forward to it all these years." She had married early and had lived in Sacramento her whole life, had been widowed for some years, had had no college training, and her education had come largely from active study and membership in the Chautauqua programs of education.

One summer during the years I taught at De Pauw University, my sister and I were living in a sorority house which was being rented to both men and women students and teachers at the summer school. Dr. Rufus Von Kleinschmidt who lived next door was very friendly with a music teacher by the name of Elizabeth Patterson Sawyer. The two called on us while there. We heard

education program of Bible study, but should be combined with other subjects including Church History, Denominational History, Missionary Work, Preparation for Church Membership, and a variety of other parts of the church curriculum, so that the curriculum could be divided into courses and units of six or twelve weeks duration.

An experiment of this kind for a few years as a comprehensive curriculum, would make it easier to get good teachers. I was one of the first to mention such a plan, which I also did in the Central Methodist Church in Stockton, where we now have a good many groups working under the program. At the present time in Central Church, teachers are teaching for nine months while various others are teaching during the summers.

A few Sundays after that, Dr. /Ross A./ Finney and I were invited to speak to a community group in the Presbyterian Church. He gave some of his theories of sociology, while I was called upon to enlarge on my theories of curriculum and religious education, which I did, but also suggested that the lives of the pupils be centered about social clubs; the Presbyterian minister was much interested in other points of view. The three of us had a long discussion after the audience had gone, and he gave us some interesting information about historical research in the North West, particularly of the Whitman family. I considered that particular evening a very profitable one.

MAY 20, 1957

During my early years at the College of the Pacific /sic, University/, I lived in East Hall and attended church at the College Park Church. Some one suggested that a faculty men's class could be held in my living room, in East Hall before regular services. I offered my quarters and eight or ten attended regularly. Each Sunday the secretary and treasurer would come by to get the attendance and collections for the service. I had a kitchenette with a gas plate for coffee and doughnuts, so I invited them to come early and have late breakfast coffee with me. One Sunday morning Mr. Parsons of Oakdale attended as did Howard Hanson who drank seven cups of coffee before leaving. After the others had gone Hanson wanted to talk to me; as I wanted to get his method of using his imagination in the writing

of his music too, we visited all during the church hour. I asked if he wanted more coffee and he drank at least four more, making eleven cups in all. Being Norwegian, he was accustomed to drinking a great amount of coffee.

Few knew that sabbatical leave had been inaugurated on a half year basis under President Guth in 1912. Dr. Guth thought it was better to have one-half year leaves instead of whole year ones since we could not afford full-year leaves at the time. Dr. Stevenson who taught ancient languages was the first teacher to take advantage of a leave, when he went to Greece to study in 1912. He received half pay while away.

In the fall of 1913, when I went to Europe, I was to receive three-fourths of my regular salary, but during the time I was away Dr. Guth left to become President of Goucher College in Baltimore. I thought I was to receive three-fourths pay while I was gone, but I found I didn't get any during 1913. There had been some misunderstanding on my leave pay; the Acting President seemed to think that I had to be back and teach the rest of that year to get any salary. Fortunately, I was able to get money from home, and I was paid when I returned to San Jose.

The idea of Collegiate Gothic Architecture began with the campus development committee I was on. The committee felt that since California had so much of the Spanish influence of the Roman Catholic Church with its mission styling, and because the College of the Pacific represented the English Protestant tradition, it would be a good idea for the English influence from Oxford and Cambridge--so very strong in the Methodist Church--be dominant in the architecture of the college.

I had two cousins in Sacramento, Verna Woods, a writer, and her sister, a librarian, in the city library. I suggested the sister make a display of a group of college pictures of representative English architecture. Of course England's early religion had been Catholic, but later became the Church of England and Protestant. I wanted the committee to see what was representative of the Protestant influence. I believe this did have some influence in the committee's deciding on Collegiate Gothic Architecture for the College of the Pacific.

MAY 25, 1957

I remember at the production, "The Creation," held at the World's Fair in San Francisco in 1915. Mrs. Warren D. Allen provided the idea of having the light come on at the instant when the lines: "Let there be light, and there was light," were spoken. The oratorio by Warren's predecessor at the College of the Pacific, Mr. Duryea, was written during 1914.

One night while in San Francisco during this fair year (1915), we were having some interesting discussion, and while conversing I found I had missed my train back to San Jose. At first I thought I would get a room and go down in the morning, but I had a hunch that I should go back that night so I took the 11:15 train and got back to the college at 1:20 A.M. I had to get off at Santa Clara and take a trolley the rest of the way. When I arrived at the college, I found West Hall had burned to the ground, however, I had been living in East Hall with Dr. Neal so I suffered no personal loss.

I had a good many hunches like this from time to time. Just after the Pearl Harbor attack when I had gone East I found my nephew's wife had fallen ill and died. In 1937 I had a "hunch" to cash in my saving for a trip to England. At Southhampton, air raid shelters were being built, and the people of that city were teaching to prepare for raids in the schools. They were conscious of a war coming on.

Superintendent John Grant Crabbe came as a young man from his first teaching position in Michigan to teach in the private collegiate institute in Ashland for just a few weeks. My father liked him and engaged him for the local high school that was being formed in the fall of 1890. Crabbe interested a lot of us in Ohio Wesleyan including my sister. In about 1905, 1906, or 1907 he was elected State Superintendent in Kentucky.

There had been scandals in the state examinations and he outwitted those who were taking advantage of the system by getting his father to set up a printing press in his office at the capitol building and with a confidental committee made out the board examination. He sent them by special delivery to the County Superintendents so they would arrive the morning of the examinations. No one had access to the questions in

advance. Questions for the examinations had previously been sent out in advance. It was convenient that his father was a printer so he could have him come to his office and print the examinations. I got this information at Crabbe's office at Frankfort. This was during the time of my first teaching at De Pauw.

A few years later he established two good teachers colleges, one at Richmond and one in Western Kentucky. He was appointed president and did much to develop the Eastern Kentucky Teachers College at Richmond. From there he went to Greeley, Colorado, and I later visited him there. He had some influence in developing Greeley State Teachers College.

MAY 28, 1957

Years ago the National Geographic had a full page illustration showing an examination being given at Annapolis. The students were seated in a large room used for indoor parade grounds. Cadets were seated at least six feet from each other. Near them were tables for mathematics and their needed reference books. The students were critical of this type of control.

Some years later one of my cousins in Baltimore was on the engineering staff at Annapolis. He showed me how each boy was searched as he went into an examination and assigned a place. I told him that it is more important to have men you can trust than suspect. These are important men; but isn't it just as important to have men you can trust? I was surprised to find that a man's knowledge was considered more important than his integrity.

APPENDIX F

INTERVIEWS: FORMER STUDENTS, COLLEAGUES, AND OTHERS

INTERVIEWS: FORMER STUDENTS, COLLEAGUES, AND OTHERS

ALICE AHLBERG (May 28, 1957)

Alice Ahlberg is currently a teacher and counselor at the Modesto High School. Her major interest was originally life science, but following several years of successful teaching in that field she became interested in pupil personnel work. Much of her counseling and guidance background stemmed from her study with Harris.

> My first meeting with Dr. Harris was on a hot afternoon and my first impression of him was one of friendliness, of insight, and of interest in a problem I had under consideration. . . . He seemed to bring in everyone into the discussion and to provoke thinking of lasting value for each of us in the seminar. . .
>
> I always came away from conferences inspired and challenged to be a better teacher. . . I feel that his contribution to education was not in the form of writing of more tangible channels, but in the lives of his students, who are better persons for having known him.

ELVA RAYNSFORD AZZARA (May 16, 1957)

Elva Azzara is one of the counselors at the C. K. McClatchy Senior High School in Sacramento, California. Before becoming a counselor, she taught music and was Chairman of the Department at that school.

> I remember Dr. Harris as a gentleman in every respect. He loved to share information with his students, particularly his readings of new publications. He frequently reviewed new books in the light of the

> European influences in education. He studied and interpreted them in terms of practical experiences so we would have a better understanding of them.

ALLAN BACON (July 24, 1957)

Mr. Bacon is a member of the faculty at the College of the Pacific, where he has been for many years as Professor of Music and Organ. Not only was he a colleague of Harris, but also a former student.

> Dr. Harris was of great help to me when I was working on a higher degree. We went into the mountains one day where he helped me with my thesis. He assisted me with three areas: psychology, aesthetics, and history. He critically examined it and I am indebted to him for that.

LAURENCE BELANGER (August 2, 1957)

Dr. Laurence Belanger attended the College of the Pacific during the late 1930's and early 1940's. He studied extensively under Harris's tutelage, later attended Stanford University as a graduate student, where he received his Doctorate in Education. Belanger is at the present time in the Division of Guidance with the State Department of Education at Sacramento, California.

> It is difficult to think of the College of the Pacific without considering Dr. Harris at the same time, because he represented the finest qualities for which the institution stood. Since I was interested in going into teaching, it was inevitable that I would major in education with Dr. Harris as major sponsor. There were two advantages in this: one being the personal guidance of the man himself, experienced through several years of sitting in his office and discussing with him personally many things not included

in my regular study; the other advantage was his superior teaching in small classes, wherein he was able to relate the interests of the students to the major topics under consideration. Therefore, the combination of small classes and the opportunity to explore many ideas at greater length with him personally were certainly major factors in my college education.

Two or three implications to Harris's effectiveness in his instruction and guidance successes are particularly interesting and important: one is the essence of his way of living as well as his way of teaching, namely, that education is a matter of human relations with respect to both the ends to be obtained and the means through which they are attained. From that certainly stems his strong convictions that each person could be a more worthwhile person; and his faith in other people, in their potentialities, was so contagious--he communicated his own beliefs on this so strongly--that a student could not help but "catch it" and make it a part of himself. Governed by this conception of society (that each individual has a responsibility for society as well as to himself), the teacher then should give more of himself than of his information. Both in his teaching and counseling Harris conveyed his prevailing belief that the individual was responsible for himself, and that the way he grew and achieved his potentialities was through action and association with others. This "transference" was perhaps his greatest contribution.

VIRGINIA GARRISON BELT (May 28, 1957)

Virginia Garrison Belt is Dean of Girls at the Thomas Downey Senior High School at Modesto, California. She attended both Mills College and the College of the Pacific; at the latter, she took courses with Harris.

The subject matter in the field of education was important. But that Dr. Harris gave over and beyond the text was more important. He was a man of gentility, intelligence, and kindness; all of those things that make life worth living; accordingly, he had the ability to get the values of those qualities across.

J. RUSSELL BODLEY (July 2, 1957)

Mr. Bodley is another of Harris's colleagues who was also one of his former students. At the present time he is Dean of the Conservatory of Music at the College of the Pacific.

> Harris made points of various types of human behavior that were not in the textbooks. He would make things live outside the book as applicable to life. I recall an instance in a class, when he remarked about people traveling and the odd things they would do away from home such as throwing litter from cars which lack of consideration of others was irritating to him. They did not consider the property and the rights of others. Being a good member of society was to him one of the most important aims in life.
>
> He desired that all persons with whom he had contact have full rich lives. They should break down the various degrees of selfishness they possessed, and build up a thoughtfulness for others. Too, people should acquire a limitless appreciation of all things. Truly he was a veritable "Mr. Chips"; everyone bears a tremendous love for the man.

DEMARCUS BROWN (August 9, 1957)

DeMarcus Brown is another among those interviewed by the investigator who was both student and colleague of Harris. Mr. Brown has been director of the Pacific Little Theatre for many years and of the Fallon House Theatre at Columbia, California, since its inception.

> "Doc" Harris had a psychology class, a remarkable one, as I remember it now, because it gave his basic ideas. I think I have followed them through his whole career of dealing with people--his personal relations. He taught us in subtle ways, but it was practical. His great influence always has been of personal relationships: the understanding of people, and why they

> react as they do. He had deep insight into this field and because he was a great teacher he made us "see it" and "feel it" so that it "touched us." I remember that third floor classroom like it was yesterday, and I don't remember many of my classes as distinctly, which proves his influence on his students.
>
> His influence was a subtle thing, and even in his illness and weakness of the present day, we still feel it. And when I drop in to see him, I still feel that quality he has.

ROBERT L. BURGESS (August 12, 1957)

As a newspaper man Robert L. Burgess has been on the staffs of newspapers in both San Jose and San Francisco. He now lives in Palo Alto. He remembered Harris's influences as the most significant of his college experiences.

> I consider Dr. Harris one of the best teachers I have ever had either in high school or college. His personal relations with his students were of very great value to them. He took a strong personal interest in the problems of the young people in his classes.

ROBERT E. BURNS (May 15, 1957)

Robert E. Burns has been President of the College of the Pacific since 1946. Having been a student at the college and later Alumni Executive Secretary, he served the administration of the college until he succeeded the late Tully C. Knoles as President.

> From what I recall of Dr. Harris's pedagogical methods, I best remember his distinct classroom manner. From time to time he enrolled a large number of young men who were relatively unimpressed by the general run of college professors. A significant thing about his teaching was that these men, after they had been out in life for several years, testified almost to a person

> that he planted a seed which germinated in their lives causing them to become interested in both educational and related fields for human betterment. He had a way of tying his classroom material to the world at large, not holding to his syllabus or textbooks.

HAROLD CHASTAIN (May 29, 1957)

After graduating from the College of the Pacific, Harold Chastain attended both the University of California and Stanford University. He later became President of Sierra College at Auburn, California. In that position for a few years ill health forced him to retire to classrom teaching.

> I majored in education with English a strong minor. I remember Dr. Harris as a mild mannered ascetic little gentleman not at all athletic minded, and at first was very unimpressed by him. As time went on, however, and as I became better acquainted with his work in the classroom, I began to appreciate his ability at penetrating analysis and the precision of his thinking. I appreciated his willingness to allow students to differ with him, and vividly recall a spirited argument in which I took the side against the theory of evolution (in jest of course).
>
> He was interested in my spread of interests: that I participated widely in athletics and at the same time I wrote poetry for the Naranjado. We had several conversations concerning the psychology involved in calling signals as quarterback on the football team and the methods used to fool the opposition. Dr. Harris's classroom work was tremendously challenging not because it was overwhelming or dynamic, but because it whetted the intellectual curiosity in a subtle manner.

J. C.COLE (August 2, 1957)

Dr. J. C. Cole, after completing work at the College of the Pacific, obtained his Doctorate at Columbia

University. He has been at the Sacramento State College for the past several years.

> Dr. Harris was an example of a person having the right thing to say. He had a slight lisp; furthermore, when I knew him he did not hear well. He had excellent mental health and balance; he practiced what he taught.

GEORGE H. COLLIVER (May 28, 1957)

After attending the University of the Pacific at San Jose, the late George Colliver went to Boston University School of Theology, where he studied for the ministry. Following his ordination he returned to the College of the Pacific, where he served as Professor of Bible and Religious Education.

> I was a student at the old Academy of the University of the Pacific before Dr. Harris came to the college. He came in 1910; I entered as a student in 1907. One memory that comes to mind as I think of him in those early days was that he was the man in charge of East Hall. He had rooms there, where on occasion students had fun at his expense. One such time, I recall going to the second floor, where I found a cow hitched to his door with a sign reading "Harris's Dairy." This created a good deal of fun at his expense; how it got there and how it got down the stairs I have no idea.
>
> When I entered the college in 1911, he was teaching and was chairman of the Department of Psychology and Education. Very soon I took courses from him with one especially in Moral and Spiritual Religious Education. It was in that course I realized that the church was remiss in doing what it should if our citizenship was to have proper moral and spiritual undergirding. On one occasion, when the class was discussing this thought informally, I suggested to him that the whole matter was of very great and serious consequence for the nation; and that since the public schools were not doing anything adequate to meet this weakness in our

social fabric, the Christian Church and the Jewish Synagogue had great responsibilities to fulfill. I raised the question of what he thought should be done if the moral and spiritual life of the nation was to be properly founded. He turned and said that I guess it will be up to fellows like you, George, if anything is done. And it is of great interest to see today more and more attention being paid to this matter even in the public schools.

GILBERT A. COLLYER (October 12, 1957)

Dr. Gilbert Collyer graduated from the College of the Pacific, took his Doctorate Degree at Stanford University in education, following which he became President of Lassen Junior College at Susanville, California. From there he moved to Redding, California, where he has been President of Shasta College since that time.

Speaking of Dr. Harris's personal relations with his students, one thing I remember was his warm personality that made us feel we knew him quite well. His calm manner and his poise influenced us all as we sat in his classes or met on the campus. His tolerance toward other points of view, and his calmness in meeting problems and questions in the classroom are attributes needed by teachers; thus I feel that he helped us grow in those qualities.

I am sure that he helped his students appreciate the beauty in nature, in art, in literature, and in music. In these ways he influenced many of our teachers so they in turn could inculcate these qualities in their students. This is one way he used the benefits of his travel in Europe. In a like manner he used a great number of homely stories, tales, and little anecdotes to illustrate various points he wished to bring out as important. This method of teaching must have had great influence on and contributed to the personalities of many of his students who became teachers.

My remembrance of Dr. Harris was that he incorporated some of the philosophy of John Dewey, particularly that of interest in the individual, his rights and

privileges, and that the pragmatic approach of Dewey to problems of learning had some effect on him; but I do not believe he necessarily followed the whole philosophy of John Dewey.

A course well remembered was one called Seminar in Educational Literature: he oriented his students in it expecting them to carry on from that point; he made no rigid requirements, but made students directly responsible for their own study.

His general attitudes of friendliness, congenial spirit, and tolerance of others in their points of view are the gifts he left with us.

MARY EVANS COLLYER (October 12, 1957)

Mary Collyer attended the College of the Pacific, graduated, taught high school for a time, later marrying Dr. Collyer, now President of Shasta College.

What Dr. Harris did for us was to help us develop a sense of values. This he did for his students without spelling it out. This attribute has become apparent to me more as I look back upon the experiences in the class work I had with him. The course I had with him that impressed me was his course in Mental Hygiene.

CHARLES CORBIN, FRED L. FARLEY, AND MRS. FRED L. FARLEY (March 19, 1957)

Dr. Charles Corbin prior to his retirement was Chairman of the Mathematics Department at the College of Pacific. He also served as financial advisor helping materially in the financing of the college during its move to Stockton. He now resides in Carmel, California. Fred L. Farley, formerly Dean of the Graduate Division of the College of the Pacific, is living in retirement with

Mrs. Farley at Carmel. He taught ancient languages for many years at the College. The three were interviewed simultaneously.

> Dr. Harris entered into the activities of the parties given each year. There were two special parties in which the faculty took part: Washington's birthday in the spring and Halloween in the fall. The Halloween party was a costume affair and on one Halloween there appeared three little devils at the gymnasium affair. These devils were, of course, Dr. Harris, Dr. Bonner, and Dr. Farley.
>
> Dr. Harris was a great story-teller: he could conceal the punch line until the very end where it paid off to the best effect.
>
> In his teaching, instead of giving the same content in courses given several times, he would place many new things. He was of the school that advocated a very broad general background, a classical one in the training of teachers before, with, and in addition to the teacher training of how to teach, learning theory, methods, and psychology. This thinking is very current. He would point out details and ask questions to make students alert: how many trees did you see along the drive today? What buildings were near the First National Bank? How many steps were on the stairs? This was to make them more observant. He never lectured much outside the college. His greatness was within the classroom and in his relations with students.

JAMES H. CORSON (May 14, 1957)

James Corson, District Superintendent of the Modesto City Schools, went to that post in 1948 to succeed the late Aubrey Douglas who returned to the State Department of Education in Sacramento. Corson at one time one of Harris's students, later became a colleague as Dean of Men at the College of the Pacific. He was assistant football coach and also a member of the United States Olympic Team in 1928.

I had the very good fortune to get to know J. William Harris as a member of the faculty and through various other contacts, one which was in connection with the church school at the Methodist Church at Stockton. In 1934 it was my privilege to enrol with him for a course in The Sociological Philosophy of Education. From that I got a real insight into the depth and understanding of this able and compassionate teacher. His one strong motive in life, it seemed, was to instill a love for teaching and for understanding youth, feeling that these attributes were necessary if one were to be successful in the educational field.

It appeared that he was contributing toward the development of individuals first, last, and always, not because it would reflect credit upon him, but so they could carry their full weight in the harness of life.

EARL J. CRANDALL (May 28, 1957)

Earl Crandall is District Superintendent of the San Jose City Unified School District at San Jose, California. After his graduation from the College of the Pacific he earned his Doctorate in Education at Stanford University.

There was a mutual feeling of confidence between his students and him /Harris/. In his seminar, I recognized my inadequacies. I decided to go into education after being converted from philosophy and the ministry to education by way of religious education. He made me feel that I needed more background and he laid the foundation to my doctorate which I took at Stanford University.

One of his allusions while discussing children and observing them at play was: "Don't cut off the tadpole's tail." He had a mastery of Morrison's teaching principles and noted a depth dimension of meaning in learning. He would listen to what we had to say and then ask pertinent questions to pin us down in our thinking.

ELIZABETH KROECK CRANDALL (May 23, 1957)

Elizabeth Crandall, daughter of Professor Kroeck, formerly of the University of the Pacific Staff, was a student at both the College Park Academy and of the College of the Pacific. She is the wife of Dr. Earl J. Crandall, Superintendent of the San Jose City Unified School District.

> We were professors' children, overprotected, and sometimes problem children. At school we did not realize that we were attending an experimental school and workshop. Dr. Harris started a testing program for study purposes; he carefully observed the children who sometimes called him "the monkey man."
>
> He was a wonderful friend of my family. One Easter he had a party with Easter eggs for all the children of the faculty. To me he was always warm, but at times others were a little frightened of him. He was one of our unpredictable professors; we never knew what we might expect of him. One time in Child Psychology we had worked hard for a final examination. He asked only one question: "Who cut off the tadpole's tail?" Of course, this meant that we should let the child take its normal development and mature as a natural consequence. This was an expression taken from G. Stanley Hall.
>
> He came at a time when psychology was not wholly accepted. Father found it difficult to accept psychology as a science until testing came along. But we enjoyed him; he tried to get us to think.
>
> He thought people silly and shallow in everyday conversation which he called "particularistic garullity."

CLIFFORD CRUMMEY (August 7, 1957)

Dr. Clifford Crummey is pastor of the Grace Methodist Church in Stockton. Having attended the College of the

Pacific, he later completed his Doctorate of Divinity at Boston University.

> Dr. Harris was an authority on children; this was so even though he had none of his own. He was very objective in his teaching, particularly so in his understanding of children.
>
> In his teaching he divorced persons from ideas which gave us an objective view ourselves. He did mention Clark University and his debt to it.

DWIGHT CURTIS, SR. (June 26, 1957)

Dwight Curtis is one of the administrative officers of the Stockton City Unified School District. He attended the College of the Pacific when it was in San Jose after which time he entered teaching as a career.

> While at San Jose I became very interested in Watson's psychology. Of Watson, Dr. Harris warned: "Watson has some good ideas, but in some years we will find that he has limitations and some of his theories will be found wrong." He introduced us to Watson's teachings, but he did not want us to follow his theories completely. Time has brought a revolt against the experimental psychology of Watson.

ELLEN DEERING (August 1, 1957)

Ellen Deering is Registrar at the College of the Pacific. She was a former student of Harris's and held a long-time respect, admiration, and sincere friendship for him. She has seen many of his students go into the public schools as teachers and administrators who have made wide cumulative contributions to society through their many successes.

I believe that Dr. Harris's experience at Clark University was a very rich experience. He already had a great interest in a variety of subjects, but Clark University provided a very liberal and general one. One of Dr. Harris's classmates, Dr. James Ralph Jewell, a man about his age, had somewhat the same attitude towards his teaching, the same wide interest in all fields of learning. I felt, however, that Dr. Harris was a person who did his own thinking although it had been to a certain extent affected by his schooling at Clark University. In talking with Jewell I felt he had received perspective similar to that of Dr. Harris.

I also believe that Dr. Harris more than any instructor I ever had used his personal experiences to illustrate and enrich the discussions in his classrooms. He worked cleverly with a topic by contributing his own knowledge and experiences, or from his personal readings to develop comparable views and attitudes in his students. He did not ramble, even though his procedures were principally discussions. He made students feel that they were important to the class, therefore, they came with their best contributions.

It was agreed among many of the students who had worked with Dr. Harris that he was the "Mr. Chips" of the College of the Pacific. He had respect for the individual person; he could get each student to believe that he had something to contribute, some ability in which he could do well. He was skillful in his interviews, letting the student talk, thus using Rogerian technique years before Rogers introduced his non-directive approach to counseling.

Some of the teachers in his classes were only subject-matter minded. He saw the need to broaden their outlooks toward a wider culture, and to demonstrate to them that the concept of teaching was changing. This was in the direction of rich useful living and participation in community and other affairs.

BLANCHE SHARLOW DENNIS (July 6, 1957)

Blanche Dennis, the wife of Charles M. Dennis, was a former student of his at the college and prior to their marriage taught music in the Stockton City Unified School District.

Dr. Harris always expected the best of everyone. In discussing a motion picture he suggested that we discriminate and attend only those best, morally and culturally.

CHARLES M. DENNIS (July 6, 1957)

Charles M. Dennis, formerly Dean of the Conservatory of Music at the College of the Pacific, went to the College as a teacher in 1917; later, he succeeded Howard Hanson as Dean. In 1934 he became Supervisor of Music of the San Francisco Schools. He served the Music Educators' National Conference as President in 1950. He is living in retirement at Sonora, California, but does some teaching upon request at the College of the Pacific.

I came to the College of the Pacific in the fall of 1916 as teacher of voice and public school music. Along with me was Howard Hanson, now Director of the Eastman School of Music and a noted American composer. My work at Northwestern University had been almost entirely in music, although I knew something of G. Stanley Hall through his work being quoted in one of the texts of the Progressive Music Series published by Silver Burdett Company. The editor had been my teacher at Northwestern University, where in elementary school music we learned a good deal about Hall's theories from the teachers' manuals.

My greatest contact with Dr. Harris was through my administrative work at the College. After Dr. Knoles came there was closer coordination of the various departments, moreover, shortly after we cme to Stockton he set up a coordinating council with members selected to represent the larger groups in the colleges. Dr. Harris, of course, represented education. I represented music, art, and expression (we called it at the time). The council met sometimes weekly and sometimes at two week intervals in Dr. Knoles's office to discuss curriculum and other college problems. My recollection of Dr. Harris on this council was that he was always

pretty much of a peacemaker; he was not tempermentally suited to taking a firm stand on a question defying all opposition, but always sought a compromise with the understanding that there was right in each one's position so we might recognize that in each other and finally agree on something workable. His way of doing that was always gentlemanly and unobtrusive, never the least bit irritating, and always open minded on questions that arose.

I do not think we gave any musical performance of any dimension that he was not present and after which he did not come and comment on them telling of his enjoyment. He seemed to enjoy being there and evidently had a keen appreciation of the finer types of music.

MALCOLM EISELEN (May 27, 1957)

Malcolm Eiselen is the Chairman of the Department of History at the College of the Pacific. He was a friend and colleague of Harris's for many years.

One thing I recall about Dr. Harris was his continuing interest in Union College at Barberville, Kentucky. It is a small Methodist college, at this day not very flourishing financially, but Dr. Harris always retained a soft spot in his heart for the institution. At one time my sister was a member of the faculty at Union College, and whenever he met her he was always careful to inquire of the latest developments at the college.

Another thing I remember about him was his love for European travel. He made several trips abroad, I cannot give you exact times and places visited, but I remember how enthusiastic he was of the garden towns of England, modern residential green belt towns we call them in this country. After one of his trips to England he showed colored slides of these garden towns. I visited one or two of them last summer so I understand his enthusiasm for them. They were at least two decades ahead of the United States in this area, yet he was one of the early enthusiasts for this important development in municipal planning.

Dr. Harris was also very active in college organizations. He was one of the charter members of Pi Gamma Mu, the honorary social science fraternity, which had its chapter established on the campus in 1924, and he remained an active member of the five charter members of the All-College Honor Society, which was the first organization on this campus dedicated to recognition of outstanding scholarship achievement. In November, 1926, he was selected as one of five faculty members of this pioneer organization. I find in referring to the minutes of the organization, that he was elected to the post of honorary chancellor in 1927. This organization continued to claim his interest and cooperation until it merged with the national honorary society of Phi Kappa Phi.

He was also greatly interested in the work of the Twenty-five Year Club, a club the membership of which is open to faculty members who have been on the staff twenty-five years. He was one of the charter members, one of the first to qualify for membership, and for many years he conducted the initiation ceremony for that organization. The members were very happy that this year, 1957, for the first time in several years he was able to attend the meeting and conduct the initiation ceremony.

BIRDIE MITCHELL ESSER, EDWARD ESSER (July 2, 1957)

Edward Esser taught on the staff of the College of the Pacific and Birdie M. Esser did supervision work for the Stockton City Unified School District. They are now retired and live in Stockton. Birdie Esser, wife of Edward Esser, taught in the Stockton City Schools and also was a supervisor of elementary teaching.

I am glad to have known Dr. Harris, a fine person, a sincere, warm, and friendly man with a fine mind. He helped many people get insight with inspiration and challenge into the field of education. In the history of education he had a way of spanning time, of seeing significance in the trends of the past; and of helping students see that common thread of continuity

in education as life and preparation for life with an assumption of the duty of passing on our cultural heritage.

He aided his students to see education as a seamless garment rather than a patch-work of discrete subject areas. Teaching to him was not a bag of tricks, a formula of late operations; but was a job of setting up experiences in an environment in which students could learn, and develop personalities in positive ways, leading toward better lives for all.

Sometimes in his instruction it was something he had read, an experience he had had, or something he had heard a child say, but it was always very appropriate to the day. If we believe, as John Dewey said, that we learn to the extent to which we live, and that we learn things we enjoy, Harris gave us a fine example of good teaching.

I found that in working with Dr. Harris I had a tendency to assess the values built into our American culture and compare them with those he had suggested (many of which had come from Europe). He was particularly influenced by his association with the upper middle class in England which brought to us an understanding of the simple pleasures that people enjoyed. Their pleasures were not based upon money values alone, but upon their power to enrich their recreation and fellowship. I for my part considered the values which operated in my life, assessed them and made a new pattern of life myself. I'm sure this happened with many of his students to whom he gave the finest of the Judeo-Christian religious values which hold our society together.

ARTHUR R. FAREY (August 20, 1957)

Arthur Farey after graduating from the College of the Pacific became Director of Public Relations of the College which post he now holds.

The clearest impression I remember of Dr. Harris was his demand for clear thinking with explicit expression of well defined concepts. He detested the loose usage of language: the use of the wrong word for a

specific meaning. In fact his demand for accuracy and clarity in thinking together with the correct usage of language was so great that some students, I am convinced, were sometimes afraid to speak in his classrooms. They refrained from speaking because of their inability to meet his exacting standard.

One particular occasion well illustrated this exactness: when a boy used the expression "brain muscles" as a metaphor--meaning that if a person did not use his powers of thought they would diminish--that if one didn't use his thinking abilities they would get rusty. A look of astonishment, bewilderment, and disappointment blended on Dr. Harris's face at the statement. This kind of reaction evoked both admiration and a sense of fear of him.

The term fear is a negative way to express it, but it certainly had a positive aspect, too, as a stimulation to good scholarship and clear thinking.

Harris on one occasion made the startling assertion that he tried to read a book a day. In explaining what he meant he gave us a lesson in study techniques pointing out that there was much redundant material in most reading and that by getting all the new material from a new book he got its essential message. This gave us a new concept in reading.

ERNEST K. GOWDY (July 16, 1957)

Ernest Gowdy is currently a member of the administrative staff of the City Schools at Modesto, California. His account of his feelings toward Harris speaks for itself.

Dr. Harris never concentrated too much on facts, but attempted to draw a principle from factual materials, upon which a person could rely in specific situations. His course in Philosophy had a strong influence upon my behavior. One point he strenuously advocated was that all children should be educated to the maximum of their capacities, a foundation of universal education, which was a building of our culture upon education. This was a concern he hoped his students would acquire as their basic philosophy in both education and life. He desired them to carry on this far-reaching principle.

To me as a student, I felt that Dr. Harris emanated as fine a set of personal standards of character as any man I have known. If ever a man was a living symbol of a teachers' code of ethics, Dr. Harris was that person.

HERBERT GWINN (August 21, 1957)

Herbert Gwinn is a consultant in Secondary Education and Administration in the State Department of Education at Sacramento, California.

I was at the College Park Academy from 1922 to 1924. Earl Crandall was there at the time, Floyd Russell and George Knoles too. In the teaching of his courses Dr. Harris set the stage for us and we were then on our own. He looked ahead very much, but his chief assets were in his character building. He greatly stimulated us to do critical thinking--you as a student had to be logical and understand facts in order to present any case clearly and accurately. Thus he spurred the student to be objective.

His classroom was as democratic as any of the very modern ones: its procedures were conducive to individual thinking; for one thing, it was completely relaxed and he could meet any crisis. In relation to the faculty members at that time, they were complimentary; they blended. The staff was a balanced comprehensive whole.

Dr. Harris put students on their own responsibilities, expected them to be mature, and to work independently. He gave suggestions as to what to do, but if necessary the students could return and he would give them additional assistance. As a man he was straight-forward and honest; he also expected his students to "deliver the goods."

Each professor has his own personality and makes his impact upon students; the accumulation of impacts of several professors contributes to the total personality development of all the students. Dr. Harris's role was that of a balance wheel on the faculty: he knew well what he was doing, was never static, did not allow his teaching to grow stale, and kept us alert

Since he was alone in the department when I was there, he carried a heavy load; furthermore, he went to the University of Iowa for several summers to teach with Seashore and Mursell. Although I was not a teacher training student, I planned to go to Iowa for graduate work, but since it did not offer me enough to live on I stayed in California taking my work at the University of California.

Having been in the next to the last class before the College of the Pacific moved to Stockton, I remember he often speculated on what would happen there after the move.

I always enjoyed him for his great interest in people--his love and respect for the individual was always apparent. In fact, we had a close personal relationship and the aura of the past still remains with deep affection.

PEYTON MADDUX HOGIN (May 16, 1957)

Maddux Hogin has been teacher and Chairman of the Music Department at the San Juan High School near Sacramento, California, since 1932, where he went immediately after graduation from the College of the Pacific.

My most vivid recollection of Dr. Harris is that of his utter and complete devotion and dedication as a teacher. By teacher I mean not only the teaching of subject matter but also the teaching of human beings. His warmth as a person and his willingness always to talk with one upon any problem, personal or academic, was one of his outstanding characteristics. In a course of Child Psychology I had with him, I remember I had taken more than six cuts, parenthetically, six cuts meant that one automatically flunked at the College of the Pacific; but I had a personal interview with Dr. Harris and out of it I have always felt his warmth as a teacher and his complete interest in me as a person. I shall always remember him for his extreme kindness in that instance.

Dr. Harris's main interest seemed to be in the growth and development of the child, one that was

directed toward growth of personality. One thing that struck me about him, however, was the fact that he was basically an idealist and really lived in an ivory tower, but he had a way of adapting his idealism and theory to practical use. To sum up, I feel that Dr. Harris's greatest contribution has been his interest in me as a person rather than a cold academic figure in the classroom, and I also feel that his example as a human being has been of great value in my teaching career.

PHIL W. HOLSTE (July 24, 1957)

Phil Holste was a personal friend of Harris's who greatly admired his wise counsel. He was a member of the fellowship of the Central Methodist Church in Stockton in which Harris took an enthusiastic interest for many years.

I was in a fellowship class Dr. Harris conducted in the Central Methodist Church in Stockton for about ten years, where he lectured and talked on Sunday mornings before church. This was in keeping with his and Dr. Ross A. Finney's thinking on church education discussed at the University of Idaho. The class was composed of about sixty of us to which he gave similar lectures to those he used in the college. Some of them included advice on child raising or Child Psychology. For a person who had no children of his own he certainly knew children. Those years were good years in our lives; he would take our problems and offer solutions for our own families.

Each Christmas we would have a Christmas tree at our house, where we had parties for which our group would charge ten cents for refreshments for the evening. Each of us would bring a little toy or gift and candy with apples and oranges; and were required to tell a story, act, or sing before we could pick up a gift from the tree. The candy and gifts were then given to a Negro church so each child in that church would get one at Christmas.

I really give him credit for making a man of me. He opened my eyes; I was stubborn and opinionated, but after listening to him for six months or so I found I was very deficient in many ways. He lived his philosophy, his religion, and what he taught; I cannot say enough for him.

ELLWOOD HOWSE (July 25, 1957)

Ellwood Howse is a principal of one of the high schools in the Stockton City Unified School District, Stockton, California. He studied with Harris both at San Jose and at Stockton.

> At one time I was discouraged in my teaching by a supervisor, and as a consequence I went to see Dr. Harris who encouraged me to continue my work for a credential. I have felt that his influence was a major factor in the establishment of my philosophy of education.
>
> One of my strongest recollections of Dr. Harris's classes was that of his unfailing ability to draw individuals of a class into discussions. He would suggest some leading ideas and before long the students would come out with many theories and ideas they did not realize they had. By the end of a course the class members had evoked a sound personal philosophy of education.

ESTHER WEBSTER HOWSE (July 25, 1957)

Esther Webster Howse, the daughter of the late Dr. Webster, Professor of Psychology at the College of the Pacific, is the wife of Ellwood Howse, Both Mr. and Mrs. Howse are graduates of the College of the Pacific.

> One of the things that impressed me about Dr. Harris was that he was very much of a gentleman. He was pleased by the minor courtesies of life and he also expected his students to behave with like courtesies.
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> I had Current Educational Literature with Dr. Harris in the fall of 1948. In that course we found that he was able to use his background of European culture and travel very effectively.
>
> One of my personal memories of Dr. Harris came from the time of the death of my father in 1929. Dr. Harris was very close to our family, and he knew that I had

always wanted a French doll, one of the great interests of young girls (I was twelve at the time). My father died in November, and that Christmas Dr. and Miss Harris gave me one of those treasured French dolls for a Christmas gift which meant very much to me.

HAROLD STANLEY JACOBY (August 22, 1957)

Harold Jacoby is Professor of Sociology and Chairman of that Department at the College of the Pacific. He was a student at the college in the first Freshman class on the Stockton campus in 1924; he graduated in 1928. Jacoby's work with Harris was chiefly in psychology.

When I was an undergraduate at the College of the Pacific, students felt they should take at least one course from Harris during their college years. From Harris, I learned to strive for intellectual interests; he created an appetite for learning simply by reason of his own example, knowledge, and the delight he took in ideas and things of the mind.

Dr. Harris, however, was never much of a lecturer; he never taught a textbook nor drilled on textual materials. He did not use structured lectures in sequence, but used another technique entirely: by talking on some topic, never presenting much material for note taking, he relied upon his own experiences and his reading as substance for class discussions. He demonstrated a wisdom that we respected through his use of seemingly irrelevant things that stuck with me. Accordingly he did not wander from points of the discourse.

Of one professor who was thought "stand-off-ish" by students on the campus, Harris felt that this man's apparent aloofness was because he was thinking even as he walked about the grounds; that he was not deterred by petty influences of his environment. Harris implied by this that we could all make better use of our time.

Harris referred constantly to Hall /G. Stanley Hall/, but rarely to John Dewey. We discussed pragmatism as a topic of philosophy, but he did not allow Dewey's

thought system to dominate. He took the physiological approach to the introductory study of psychology of which Hall was an authority. He used, as a resource, theories of W. H. Burnham on glandular effects on mental health.

One summer Lloyd Truman, a fellow student, and I attended a summer session at the University of California, where both Kurt Koffka and William Macdougal lectured. Koffka introduced his theories on Gestalt and Field Psychology; however, because of his ineptness in his use of English, I did not benefit much from his lectures. I fared better with Macdougal, on the other hand, because he was an able lecturer and a recognized authority on Abnormal Psychology. On our return to Pacific, Dr. Harris illustrated the principles of Gestalt to us more effectively than Koffka himself.

Dr. Harris introduced me to Havelock Ellis--lent me a copy of The Dance of Life. At his suggestion we read Beauchamp on split personality. (We read The Dissociation of a Personality by Martin Prince, which work we took home to our fraternity house, where it was found so astounding that all the members read it.) He was always reading subjects not in the focal center of his areas of study, thus demonstrating his wide range of interests.

One summer at the University of Idaho, I met Ross A. Finney who was admired and greatly respected by Harris both as a colleague and as an author in sociology and education. Harris often referred to his works and beliefs.

A few of his traits stand out: he had an interest in fine lace and china. Commenting in class one day on the subject of prayer, he stated: "God has enough to handle in the universe and we ought to be men enough to do our own 'petty prayers.'" Another time when colleges were being accused of destroying students' religion, he said: "The religion could not be very much of a religion if college could destroy it."

Little is known of Harris's romances. I was aware of one he had had while in South Dakota, also an association that was thought to be romantic at Pacific. At any rate both instances failed to eventuate in anything more than attachments.

In summarizing Harris's contributions at Pacific, we should consider in perspective the conditions of his time. His status should be measured in terms of his environment. He did inspiring teaching; but in the long range, his main impacts were realized through his unusual counsel and penetrating philosophical thought.

J. MARC JANTZEN (August 6, 1957)

J. Marc Jantzen, Dean of the School of Education at the College of the Pacific, came to the college staff in 1940 from the University of Kansas. He succeeded Harris as Dean in 1944.

Counseling with students and teachers were Harris's first loves. Administrative details rather bored him, which meant that I was taking over much of the administrative details upon my arrival. This included preparing copy for the regular college catalog as well as carrying on the necessary correspondence.

Harris's contribution lies especially in his philosophic thought which he was able to convey to his students as well as his very close association in working with students and counseling them. Many of his former students in returning to the campus have remarked as to the tremendous inspiration he has been to them. I should mention and record it that his great scholarship and his extensive reading were catching so that he influenced those around him. I had had a previous experience with a great scholar at the University of my graduate study which together with the influence from Harris has developed a feeling of wanting to know more of the past and its influence upon the present.

I might record one additional aspect in terms of the transition from Harris's deanship to my own administration. He was most helpful in that transition and both of us continued on most cordial terms. Continually, I found him offering valuable suggestions and at all times I felt free to go to him with problems that might arise. I continued to share with him various administrative matters and problems, and valued his suggestions up to recent years when his health failed.

I might again state that the associates with whom I worked primarily, when I came to the college in 1940, were those of long standing and who had been with the college for many years, such as: Werner, Bacon, Harris, Farley, Knoles, Jonte--so that my associations with these "old-timers," carried over, I feel, the traditions which had been established through the years to my administration.

LESLIE KNOLES (July 23, 1957)

Leslie Knoles is a son of the late Tully C. Knoles, Sr., former President of the College of the Pacific. He is, of course, a graduate of the college and is now Dean of Men at the Modesto Junior College.

Dr. Harris knew me before I knew him because I was born three weeks before Tully Knoles came to the College of the Pacific in 1919, but I can remember Dr. Harris as long as I can remember anyone. In 1940 or 1941 I had courses in Adolescent Psychology and Philosophy of Education with him.

He also was instrumental in the organization of the Omega Phi Alpha fraternity. My brother, Peter, one of the charter members told me that some of their first meetings were in Dr. Harris's rooms over in San Jose. One interesting thing about him was his coming into a fraternity house with his mild ways and getting the respect of the young men there. This is a tribute to the kind of person he was.

I do not think it was so much his methods as it was his personality in and out of the classrooms that had such strong effect upon me. It was his general kindness, his personality and warmth that reached out to people. He was a person who thought not only as a subject matter teacher, but also one who thought of the human beings with whom he was working. In one paper, I wrote for him about "Pachuco" hair cuts, "zoot suits," and long key chains being worn by the youth in Stockton, he caused me to think of that time, not of the outward appearances of our youth, but what really would be reached inside after you got through the shell of the gang characteristics of the boys. Even

today as a dean of boys in a high school and dean of men in a college I remember that lesson. He made me realize that it was important for us to remember that we are working with people and their problems and the manner in which we help them solve them would determine whether or not we were to become master teachers or just plain teachers.

When I appeared before the committee for examining teacher candidates, I remember feeling that Dr. Harris recognized not what I had done my freshman, sophomore, and low junior years, but what I was doing at present and it encouraged me that Dr. Harris had faith in me.

In his classes he would make a statement then wait until the class or individuals could emerge with a point of view as a result of their thinking rather than a pointed statement as an answer.

LORRAINE KNOLES (July 1, 1957)

Lorraine Knoles, a daughter of the late President and Chancellor of the College of the Pacific, Tully C. Knoles, is a teacher at Stockton College. She was one of the members of the first staff of the School of Education at the College of the Pacific in 1924.

Dr. Harris was a stimulating teacher. Mrs. Knoles, my mother, has said that since father, Dr. Knoles, was away so much because of his duties as President of the College of the Pacific that Dr. Harris helped raise the boys by his many helpful suggestions.

He had a great breadth of interest and knowledge. Even majors in physics, music, and art were often amazed at his understanding and grasp of their special fields.

PETER W. KNOLES (August 14, 1957)

Peter W. Knoles, another member of the Knoles family and son of Tully C. Knoles, is Vice-President of Sacramento

College, Sacramento, California.

My first association with Dr. Harris came in the fall of 1919 at which time I was enrolled in the College Park Academy. Dr. Harris was Principal of the Academy, but the classes he taught at the time were not in the academy but in the college. My impression of him at the time was that he looked upon his position much the same way the principal of a private academy in the East or in England might. He made personal friends with as many students as possible, and one of my recollections is of a series of afternoon chats with him.

It was always a person to person relationship; he seemed genuinely interested in what I was doing, and what I planned to do as well as my personal views. The extent to which this personal association was responsible for the direction of my career and character, I have no way of knowing, but he was a person with deep insight into my personal problems.

The important education courses I had with him were not those that dealt with the techniques of teaching; they were those with philosophical viewpoints. It was the attitudes of mind he portrayed in his teaching and that I was to evolve a philosophy of my own that impressed me so much with him. I did have two courses in psychology with him: Introductory Psychology and Educational Psychology. At one instance in the class in psychology, he remarked that the behaviorist would maintain that a person did what he had to by virtue of his inheritance and earlier training, and that the independent will did not exist. He illustrated by saying that not one of the students could carry out a listed specific series of acts contrary to common acceptance. One student immediately did the specific acts and said: "Well, I did them." Harris resolved the whole incident by merely remarking, "But you see, sir, from the behaviorist psychological point of view you could have done nothing else."

The great impact he had on my life was not his imparting of knowledge, but the way and manner he used in presenting it; and I felt that here was a man for whom knowledge was of extreme importance and if that was so to him it must be so to others. What has come through to me has been Harris, himself, not so much what he taught or the authorities he advocated.

It is my recollection that he was one of the outstanding story-tellers I have known. The way he could tell one, his command of language, the phraseology lending adequate color to his stories, were gifts he had for story-telling. One of them, a very long and involved one with a punch line leaving everyone gasping because they were really hoaxed, ended: "And for every petal that drops from this rose take one teaspoon of sarsaparilla."

I always had an impression that Dr. Harris thought there was something special about me, and that he had an interest in me greater than in others. That may have been an attitude he gave to all people who knew him well, but it did give me considerable self-confidence to know that the man I treasured so highly did think well of me.

TULLY C. KNOLES, JR. (May 22, 1957)

Tully C. Knoles, Jr., is Principal of the Night School and of Adult Education at Palo Alto, California. He is also a son of the late Tully C. Knoles, Sr., former President and Chancellor of the College of the Pacific.

My first acquaintance with Dr. Harris was in 1919, when our family moved to San Jose. For many years, I knew him as a frequent visitor in our home during the period I was growing up. I also remember some pleasant evenings in his quarters in old East Hall on the San Jose campus, and was impressed with his library of fine books.

There was no academic barrier between student and teacher in his classes. His attitude toward his students was one of complete acceptance on an equal level. I recall in a course on Child Psychology he impressed me with his knowledge of the literature in the field; he would review some new outstanding work in such a way that made us eager to get the book and learn more about it. This was because of the way he encouraged us and whetted our appetites for learning. Of one such book, Seabury's Growing Into Life, I became so enthused that I immediately purchased a copy of my own.

He created an atmosphere in his classroom that was the same as in his living room with a group of friends chatting and discussing points he wanted to bring out. More than anything else he gave me a respect for gentlemanliness; gave me an appreciation of what a culture of great literature, music, and art could mean in the lives of individuals. I feel that he opened my eyes to a great deal of what civilization means.

He was never too busy to stop and talk with students as they strolled across the campus, through the halls, or when they called at his home. I visited with him because I emjoyed his company; he was warm personally, and his remarks were usually wise and carefully thought out. He felt that future teachers more than anyone else needed a broad cultural background beyond their classroom methodology or subject matter. His culture was such that it was an enriching experience to have been in the classroom with him. His quiet dignity and refinement impresses me more than anything else about him and through the years he is the one who comes to my mind when a representative of our culture is thought of.

TULLY C. KNOLES, SR. (May 13, 1957; August 23, 1957)

Tully Knoles, Sr., former President and Chancellor of the College of the Pacific, recorded the following on tape. He needs no introduction to any students of the college nor to College and University circles in the Western United States.

Dr. Harris had a feeling that it would be a hindrance if one had a Ph.D. from a German university or other European university or that it would militate against his securing a position. But twenty years after that time he could of had a position in any American university if he didn't have anything else.

It seemed that in the earlier period of his travels he was much more enamoured of continental Europe, but in later life he tended to make study visits to England for continuing of his literary and educational pursuits. He felt that very keenly.

I have often brooded over the idea that he had such an interesting experience of teaching at De Pauw University. One of the things that interested me was that he taught there at the same time that the present Chancellor of the University of Southern California, Dr. Rufus Bernard Von Kleinschmidt, taught at De Pauw. They became well acquainted, although I do not think they continued the acquaintance very closely after Dr. Harris left for the West. And I'm sure that they never resumed it on any deeply friendly basis after Dr. Von Kleinschmidt became President of the University of Southern California, but it was an interesting contact.

I found Dr. Harris teaching courses in education, when I took over as President and immediately became enamoured of him becoming very close friends. I don't know whether he told you of the formation of the School of Education. There is some interesting background to it. In the early days of the century there were nine normal schools in California and a part of that time they were all branches of the normal school at San Jose; it was the normal school of the state. The first building for a normal school in California was in San Jose. Of course, these were only two-year institutions with only the one function of preparing people for elementary teaching.

The prime requisite for the securing of the privilege of educating secondary teachers was the formation of a school of education, and that school had to be set up, a dean named, and a faculty provided with it all being submitted as a skeleton to the State Board of Education which we did during the year 1924 /sic, 1923/ which was the last year we were located in San Jose so that we were able to begin the function over here in 1924. Dr. Harris was all set in his position, and with the teachers he had gathered together, we were ready to begin the program we have carried on ever since.

Well, I felt at that time that Dr. Harris was eminently fitted for that position of Dean because he was an excellent administrator. The students who went through the School of Education under his leadership were not only adequately prepared academically (because he supervised their courses in their majors), but also well prepared professionally, having been given a complete understanding not only of the function of a teacher, but also of the position of the teacher in life.

I have always been very satisfied with his work and he was very active between 1924 and 1940, when Dr. Jantzen came in to be his assistant, a period of sixteen years when he ruled supreme.

I think it is well known that the ideas of G. Stanley Hall, particularly in psychology, and the great Columbian who had had more effect upon education perhaps than any man who ever lived, John Dewey, did sometimes run parallel, but I don't think they were identical. And I have always had a feeling that Dr. Harris was more a Herbartian, had been influenced somewhat by Bergson and the personalism of Boun, while he accepted a more fundamental and more realistic philosophy and psychology. Also as you recall it was brought out especially in a lecture here on the campus recently by Dr. Fitch, that Dewey ignored a whole area of life we call the spiritual or religious. While Dr. Harris was deeply imbued with spiritual concepts and with religious experience they never intruded into his classroom, but he was able (if I may be allowed to use the expression) to spiritualize the instrument.

I think also that Dr. Harris was a much more widely read man than Dewey was, in fact, Dewey confessed in one of his articles that he taught the History of Philosophy at Michigan before he had ever read a book on the subject.

The outstanding thing of my memory of Dr. Harris was his tremendous acquaintance with educational literature, particularly in magazine form. This meant he not only had the background of the pedagogy of Germany, France, Switzerland, and to a lesser extent to that of England, but also had a very complete understanding of current thought, the ability of the Zietgeist, as well as the historical. Of course all that contributed to the development of a very rich personality. I always had a feeling of Dr. Harris that everything he read and the results of his discussions became a part of him. I think many of his students had that feeling of him too.

He was much like a teacher at the University of Southern California, Dr. Hoose, who was one of the most stimulating men with whom I ever studied. But he never wrote anything, consequently he is losing out rapidly because his students are dying off. And I think Dr. Harris had something of the same attitude

toward writing; he felt himself to be a personal teacher, and that the "personal equation" was much more valuable than the writing of monographs or books--that which reappears in the students.

We have had two remarkable men here on this faculty during my lifetime at Pacific: Dr. Harris and Dr. Werner. Dr. Werner has written a little, not too much, but I am finding going around over the state and the West that these two men have more carry-over in lives and projection of the personalities of students than any other men we ever had here. They would come up against a problem: What would Werner have done? What would Harris have done? I think that is a very important thing.

This ought to be said with respect to Dr. Harris that he never belittled the elementary teacher or his training. He felt there was something basic and very valuable in the fundamental work that was done by the elementary teacher, and that elementary teaching should not be looked upon as a steppingstone toward secondary or college teaching. I'm very glad to see that is generally observed now, and most forward looking school systems have a unit pay scale.

. . . . . .

At faculty meetings, particularly in the present meetings of the Twenty-five Year Club of which he is a member, he has a tremendous skill in finding and keeping the humorous things that have happened in the lives of the faculty. He has been excellent at this. Of course, it is pretty hard for us to remember that Dr. Harris has been receding in his activities since 1940 and, after all, that is seventeen years.

F. MELVYN LAWSON (May 29, 1957)

Melvin Lawson is at the present time Deputy Superintendent of Schools of the Sacramento City Unified School District at Sacramento, California. Both he and Mrs. Lawson are former students of Harris's and graduates of the College of the Pacific.

I knew Dr. Harris as Professor or Child Psychology and Educational Psychology and as Professor of Educational Philosophy at the College of the Pacific in the 1920's, particularly in the years 1924 through 1929, when I was a student in the college and as a graduate student in 1930 and 1931. I recall him as a mild mannered soft spoken man who did not follow the textbook or reference materials that he gave his students to read. But as a teacher who seemed to have a gift for making challenging thought-provoking questions in a crisp, clear, and precise manner. As I remember, you never knew in a class discussion whether you were pleasing Dr. Harris or not or whether you were on his side or not; and his examinations were tough to prepare for, because they required a synthesis of thought and discussion, not merely a throwback from the textbook.

The things that stand out in my memory about him are things of this sort: Number one, I recall very well his objectivity on matters under discussion. Unlike some teachers that I had had prior to having Dr. Harris and have had since, he never seemed bent upon presenting a point of view, but was determined that we should bring the facts to bear on the question at hand. He seemed, despite all that could be thrown at him in class, to be able to stay in a neutral zone and to control the discussion not by taking a side but by keeping above the contestants. This I found as an undergraduate student was sometimes confusing and intellectually irritating, but was always very, very stimulating. So his objectivity was one of the things I recall very distinctly.

A second thing that comes to my mind when I think of Dr. Harris was the breadth and scope of his reading. He was an extremely well-read man among well-read men at the college, and he kept up with what was being said and done in his own and in related fields as few teachers I have known. It seemed to me that as a student it was hard to mention a topic on which he could not ask an intelligent question or make an intelligent contribution. I always was amazed at the scope of his reading and the retentiveness of his memory, his wide knowledge of people, countries, and events helped materially to make his courses very lively and meaningful. You had a feeling in his class that you were coming in contact with a sharp well-disciplined mind.

The third thing that I remember about Dr. Harris was his personal interest in me. I'm sure as I look back on it that he was no more interested in me than he was in any other student he had, probably not so much as many because I neither majored nor minored in Educational Psychology. But he frequently took time to stop and talk with me and to urge me to better efforts because of what he viewed as my potential. I was rather active in campus life and he made me feel that that was important, and he often chatted with me about it. Likewise, he always seemed to have time for students and their questions and problems. I don't recall that I went to him for any type of real personal problem, but I always had the feeling that I could if it were necessary. And this personal interest that he exhibited was to me a very great thing, and as the years have gone by have meant more to me than what I learned in his classes.

A fourth thing I recall about Dr. Harris was his interest in campus activities. He was a professor of Educational Psychology and as such one might have thought he would be experimenting with white rats, however, much of his non-classroom non-reading time I'm sure, was spent in attending campus activities and functions because I saw him in attendance at so many. His presence was visible at plays and concerts and athletic events, and he liked to talk with us as his students about our activities as individuals, as people on the campus, as well as on topics in his subject matter area.

Most of all I think I remember about Dr. Harris was that he was a teacher; he was not a man of research; not primarily a writer; or speaker or a builder of tests and measurements or educational scales, but I recall him most of all as a teacher. He was not a public speaker in any sense of the word, but he was a very, very interesting conversationalist, a very stimulating discussion leader. His soft, clear, precise voice was at its best in the small classroom around the discussion table. I found him to be a truly good teacher, one of the better ones that I have had. I don't know whether the subject matter that he taught me had any direct or definite influence on my own teaching, that is very difficult I think to assess, but his example as a fine teacher was a source of inspiration to me and truly an object of emulation.

ROY LEARNED (June 21, 1957)

Roy Learned attended the College of the Pacific when it was at San Jose. After graduation he taught in Salt Lake City, returned to California, and became first a principal in Sacramento then an Assistant Superintendent of the Sacramento City Unified School District. He is now on the College of the Pacific School of Education staff, where he is Associate Professor of Education.

I met Dr. Harris as a freshman student, having come from a small town in the country. He took time to become acquainted, and helped me in my plans although I was a chemistry major and had no course work with him. He had a heavy teaching load, served on several faculty committees, and was Principal of College Park Academy. He was an omniverous reader, with a prodigious memory, seldom moved quickly, and was not vehement or dictatorial in his attitudes.

At times he was concerned about his health, was somewhat fearful, and protected himself carefully. On a train trip to San Francisco I sat with him, and we became confidential; that was when he told me he was concerned for his health.

His active inquiring mind was always reaching for the new and the reasons for them which was a part of the influence of G. Stanley Hall. When Alexander the Great, the magician, came to San Jose, people were invited to the platform; Dr. Harris was one of the first to go, looking for the reasons and to find out the why of the tricks and illusions.

The dining hall at the San Jose campus contributed to the development and personal growth of students, because it presented a setting for good dining and conversational etiquette. The association of students with their professors during the years of these formative experiences did much to broaden the lives of the students. This was as much a part of the college as was the formal classes, because the conversation often was carried by the professor at the table. The

professors rotated from table to table throughout the year so students had opportunity of knowing most of the staff. Dressing for dinner was part of the education at the time. This way Dr. Harris got to know many students not his own. I waited on tables in my junior year and while doing so met the girl who is now my wife.

The influences I received at the College of the Pacific have affected me all of my life: students sharing responsibility, discipline, and the working out of their own problems. Someone gave me an impetus for these things; I now realize that it was Dr. Harris.

LEON L. LOOFBOUROW (August 15, 1957)

Reverend Leon Loofbourow was pastor at the Methodist Church at the campus in San Jose at the time Harris went to the College of the Pacific in 1910. He has been pastor of several large pastorates, is now retired, but is pastor of The Little Chapel in Richmond, California. He is author of a number of books, one of which is <u>In Search of God's Gold</u>.

Dr. J. William Harris came from Clark University to the College of the Pacific /University/ in 1910. As for his leanings of a religious nature, I found that he was or had been leaning toward the Unitarian liberal, but had a feeling that the Unitarian policies of holding liberalism and at the same time being intensely evangelistic diverted him away from their professed liberalism. As a result he became very disposed toward Methodism which was his earlier faith. That was before he had been in New England for a number of years in the heart of its staunch and strong Unitarianism.

He was a quiet and unassuming man, was fairly young, and had a deep scientific and objective attitude. There was a prevailing thought at the college in San Jose that he might be too radical for the religious philosophy of the time which was prevalent, but I soon found that that was not the case.

Dr. Guth who was President of the College at that time made the contribution of bringing a number of young "Ph.D's" to the college, and thereby determined a great change in the underlying philosophy of the institution.

What I had to do with his career, I feel was of some consequence in that I was able to get him to take part in a teaching program in the church on the campus. I had come out of Stanford University, had married, and had two children. The teaching he did in the church school was not on religious affairs, but he brought in aspects of a practical nature with references to scientific thought. His was a psychology immersed in a foundation of the theory of evolution of Darwin as the biological bases of mankind. He had a strong faith which was steeped in the ultimate nature of man and man's science. It was a religious faith founded in nature and God's over-all creation.

He found New England's Calvinism too morbid and that very thing was what led to the schism that evolved into Unitarianism. But, as was stated above, the idea of great liberalism and an extensive evangelism failed to attract him.

While we worked in San Jose he asked upon one occasion: "Why don't you work out a Master's while you are here?" The topic posed was that we work out a child's study of the Bible. This became the thesis that centered on that subject. On Saturdays we took books into the hills back of Saratoga, where we discussed my readings which had been suggested by him. As a result I succeeded in getting the degree for which I have him to thank.

ROY C. MC CALL (June 18, 1957)

Roy McCall and Mrs. McCall were both teaching colleagues who worked with Harris. Dr. McCall is the President of Coachella Valley Junior College at Palm Springs, California.

He /Harris/ taught with the Socratic method; was outstanding in scholarship; was a leader not a pusher; and inspired a love for learning.

His students learned to love him, and thus to love learning. As an educator having wide resources, he made us all ashamed to know so little though he was never anything but modest. To me he was J. W. Harris in his own right; the influence of Dewey or Hall was incidental. His background of study and travel were apparent but not basic: Harris was the important factor in his teaching success. He used stories and humorous incidents to illuminate subject matter; but they also revealed the teacher equally important.

GRAYDEN MILAM (May 28, 1957)

Grayden Milam is a counselor at the new Thomas Downey Senior High School at Modesto, California.

It has been nearly thirty years now since I had the privilege of studying under Dr. Harris in a class, but it seems like just yesterday. He gave all his students a warmth and a widom that carried them through the years. I can still think of him very tenderly. One day about this time of the year (it was in my senior year close to graduation time), I didn't know where I was going to get the "where-with-all" for the prom, for the graduation gift, or the banquet. It amounted to about fifty dollars. When I went into his office, seeing that I was depressed, he said to me: "Grayden, what is the matter?" When I told him I didn't know where I was going to get fifty dollars in the next few days in order to get to all those functions, he said, "How much do you need, fifty collars?" and he took out his check book and wrote me a check for that amount. He said, "You can pay this back whenever you get your first job." That was the kind of person Dr. Harris was.

That is but one personal reference from one of his students, but I'm sure that he helped others. Even more valuable, however, was the wisdom dropped in his classes. When going to his class you knew it wasn't going to be a formal type of class; you knew also that perhaps on one day it might be a book he had with him from which he would refer. He had a great fund of stories and humorous anecdotes that he told in his teaching. He was especially concerned with the future teachers: he wanted to instill a certain kind of philosophy; he wanted his philosophy to carry through to his many students who were to become teachers.

Now that I reflect on it, I think one of the most amazing attributes Dr. Harris had was the ability to read and digest a book in a very short time. One time I paid him a visit at 4:30 in the afternoon and he told me, "Well, Grayden, I'm sorry I can't talk to you now, I'm going to have to read this book. I have a report on it for a class this evening." It was a matter of four or five hundred pages and I said, "Do you mean to tell me that you are going to read that entire book between now and this evening?" He said, "Why, yes, of course." He want's bluffing either when he said he had to read and report on it. Because students would check on him by reading the book afterward. He would give the heart of the book in his report, that was one of his admirable attributes.

When Dr. Harris went on a trip to Europe, to the next county, or even to the next town, he would always come back with some reflections of wherever he had been. He could see things that escaped most of us. One of the most enjoyable incidents I have had was a time at Asilomar, when we had chats down by the ocean. We went to Pop Ernst's, where I had my first abalone; we had a delightful visit there.

Perhaps as I am talking now, I'm reflecting much of what happened out of the classroom. I do not mean to imply that Dr. Harris taught most out of the classroom. But much of the class time, however, was filled with interesting conversation; he always had time to listen to the viewpoints of the students. Most of what he had to give me, things I remember most now, were the talks at Asilomar, or at his home outside school. I feel that one of the most appreciated things about Dr. Harris was that his time was often your time. When I think of the many teachers I have had it is Dr. Harris who comes to my mind first.

FRANCES MILNES (May 16, 1957)

Frances Milnes attended the College of the Pacific graduating in 1922 at San Jose. She again took work from Harris during the early 1940's. She is Girls' Vice-Principal at the C. K. McClatchy Senior High School at Sacramento, California.

In reviewing my experiences as a student of Dr. Harris's I have two points of view from which to base my reactions: first, as an undergraduate I saw him as a truly cultured person, with a wide background and a deep understanding with a reflection of his study with G. Stanley Hall; I often thought of him as a prim little old lady; he collected fine lace and had beautiful china. I felt that he was the one person who knew cultured things; he was the one who best brought Europe to me. Second, I was one of a group who was invited to teas at East Hall on the San Jose campus. He lived in a suite on the second floor and on occasion he would invite groups of seniors in for enjoyable discussions.

An example of one of the ways of his teaching was illustrated by a suggestion he made to me at one of the teas, when he subtly impressed me with the thought of reading three particular works which have been influencial in my living: Lois Dickinsons, Letters from a Chinese Mandarin; George Santayana's, The Last Puritan; and Abee Dimnet's, The Art of Thinking.

I felt that intellectually he moved with the times, but he was a mid-Victorian emotionally. In one course during a lecture he came out with a very contradictory statement (contradictory to his nature) when he said, "I don't see why some of Hitler's officers don't kill him." He was not far afield in his thinking, for we can now look back to recall the attempt toward the end of World War II, that was made on Hitler's life.

He was unusually concerned with biographical writings; he inspired me to read such novels as E. F. Benson's Edwardian works. I owe my preferences in reading to the suggestions he led me to follow and project expansively into broader fields. In this way he gave me little hints that resulted in the responses he desired from me.

J. A. MISFELDT (August 21, 1957)

Jake Misfeldt is District Superintendent of the Washington Unified School District in West Sacramento, California. Before his present position he taught in the Sacramento High School.

I was in a class with Dr. Harris that was held in the Methodist Church at 21st and N Streets in Sacramento. I remember his ear trumpet and pixie smile. He gave a test; one man in the class failed on the examination, but Dr. Harris saw the potentialities of the man and encouraged him to go on for his Master's Degree which he did successfully. The work I took from him was: Current Educational Literature, and he supervised my Master's Thesis.

BERT J. MORRIS (August 15, 1957)

Bert J. Morris was Acting President of the College of the Pacific in 1913 and 1914 following the departure of President Cuth. After he retired from teaching he was pastor of a Methodist Church in Nevada County. At present he is living in retirement in Berkeley, California.

I came to the University of the Pacific in 1909; he (Harris) came in 1910 from De Pauw University. It was that year we started teacher training, because that was why Dr. Harris had been brought to Pacific. In those years the faculty conducted the chapel services; Dr. Harris did more in that than I. I was Dean and head of the Department of Philosophy; that year Dr. Cuth worked out the Bulletin. I was registrar so I knew most of the students. Even the Conservatory students at that time were required to take Psychology and Introduction to Philosophy and some academic work in addition to their conservatory course in music for their teaching credentials.

Dr. Harris and I were both inclined to recall what we had gained from our advanced graduate schools; we talked often about adjusting to the student level for better results in our teaching.

You can give Dr. Harris credit for saving some of his students who were somewhat distorted in their thinking and actions. One fellow got out of line insisting on going out the front door as a freshman. The sophomores put him in the fountain and along with one or two others were brought to the dean. One is a successful newspaperman today, and another has gone far in the academic world.

Dr. Harris would use incidents out of the lives of others including his students to make illustrations. One involved Harris and a number of students who were delayed in traffic on a street car, when returning to the campus one noon. They all feared they would be late for class, so the students jumped off the car far down the street, but by staying on and from the regular stop he took a short cut and beat them all to class. He used this as an example to his students to think things through before acting.

MONREO POTTS (August 8, 1957)

Monreo Potts is now Assistant Librarian at the library of the College of the Pacific.

Although I was in music I took a course with Dr. Harris in which we used Hall's book on adolescence. One class was a reading course, Current Educational Literature in which G. Stanley Hall was often referred to or given as reference readings. I remember he was somewhat forgetful, but was very kind and a very cultured person.

WILFRED RANKIN (August 8, 1957)

Wilfred Rankin is Principal of the Santa Rosa Junior High School in Santa Rosa, California.

It is with thankfulness that I think of Dr. Harris. Six years after receiving my A. B. Degree, I returned to the College of the Pacific. Moving from a high tension position, I found it most difficult to settle down and study. One day I felt the end had come as far as further attendance at the college was concerned. It did not seem to me as if I could make it in one of the courses, so I went in to tell Dr. Harris goodbye and to thank him for the consideration he had shown me. To this day I can't remember what he said or how he said it, but when I left his office, the clouds had rolled away and I stayed to finish my course. If he had not taken time or had no interest in me at that instance, I would have given up any idea of teaching.

To me Dr. Harris will always stand out as a teacher who taught subject matter; but far beyond that, one who

had an interest in his students that helped to shape their lives.

CLARENCE ROYCE (May 17, 1957)

Clarence Royce is District Superintendent of the Oakdale Union High School at Oakdale, California. He has been with that district since he graduated from the College of the Pacific in the early 1930's.

> In 1928 and 1929 I took General Psychology, Principles of Secondary Education, and Child Psychology with Dr. Harris and worked under him in my Practice Teaching. I found him to be fair and helpful with me which kindness I appreciated. His loyalty, honesty of purpose, and values of conduct had definite effects upon the strengthening of my moral and ethical character.
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> I do not particularly recall his ability in telling stories, but he was often witty and appreciated a funny situation showing his enjoyment with a wholesome smile and a hearty laugh that was very genuine. He was always conscientious in his dealings with students and in his work.

FLOYD RUSSELL (May 23, 1957)

Floyd Russell is Principal of the Willow Glen Senior High School in the San Jose City Unified School District in San Jose, California.

> I am pleased to have an opportunity to speak of Dr. Harris. I remember him quite well because he was Principal of the College Park Academy in San Jose, a preparatory school for the College of the Pacific, which academy I attended for three years.
>
> He impressed me with his versatility, his wealth of knowledge in many subjects. Particularly in a Latin class, I remember him taking over our class on occasion and fitting in at any time, which ability was admired by a boy who was struggling with the subject.

Later in college I had the privilege of being in some of his classes in which he demonstrated the depth and breadth of his educational background. I am a little surprised now as I look back, to find myself a high school principal and feeling such a gap between my present status and what I was as a student in those days. I'm sure Dr. Harris gave me a great impetus, when he started me off in the educational field.

JOSEPH M. SANTOS (January 16, 1958)

Joseph Santos graduated from the University of California in 1926. He taught at Manteca High School for a few years then took his M. A. Degree at the College of the Pacific. At present he is Principal of Adult Education at Hayward, California.

In selecting the life of Dr. Harris, you have given yourself a man who not only was an educator, but also a gentleman as well. I secured my general secondary, administrative credential, and M. A. (in sociology) at the College of the Pacific. Dr. Harris was my counselor; I owe him a great deal. I'm certain I wouldn't have done as much or as well had it not been for him.

Incidentally, he supervised my practice teaching at the Manteca Union High School. He liked to observe the students as they left the classroom. He would leave the room early so that he could stand in the corridor, opposite the door, in order to make his final observation. His comments were constructive; in short, he emphasized the positive.

You worked as hard in his classes as you desired. He was no "driver." Somehow, you enjoyed doing your best for him. What little success I have had, I owe to him. This is my twenty-eighth year; it has been an enjoyable career. I hope I have made some worthwhile contributions.

Dr. Harris always took time for personal conferences: he treated his students as individual personalities. His approach to subject matter was very generalized;

his instruction emphasized the need for more than mere book knowledge. He was first of all a practical psychologist; you could almost see his mind at work. I took a number of courses from him, and not once did I see him "rile" a student (the student was all important to him), consequently, his students became similar teachers.

I felt that Dr. Harris practiced John Dewey's procedures "unconsciously." He probably wasn't too aware of Dewey; however, he was not authoritarian. He emphasized the practical and definitely leaned toward learning through experimentation. His experiences and study abroad formed an excellent background for his teaching. In his use of anecdotes and stories, he possessed a fine ability to use them as points of illustration--not just for entertainment.

HARRY SHAFER (August 24, 1957)

Harry Shafer is currently Principal of one of the elementary schools in San Leandro, California.

My association with Dr. Harris directly as a student and indirectly through the years extended over a period of almost thirty years. When I started as an undergraduate student at the College of the Pacific in the late twenties one of the first professors with whom I became acquainted was Dr. J. William Harris. Through the years of undergraduate and graduate work I came to know him quite well; and not only to value his opinions and his abilities, but also to have a tremendous respect for the place he had in the educational field.

Through him I gained an acquaintanceship with many avenues of thinking which otherwise would not have come my way. In the College of the Pacific there was an association of professors with whom I have identified my thinking: Dr. Harris, Dr. Jantzen, Dr. Werner, and, of course, Dr. Knoles, who had been my professor of history in the University of Southern California before I enroled at Pacific.

An outstanding thing about him [Harris] was that he was acquainted with many and recent books on any field of thought connected with education, psychology, or

philosophy. He could not only refer to books, but also he could quote directly and in some instances specify the chapter in which a certain reference could be found. I never heard a student bring up a question for which Dr. Harris was at a loss to refer to an area in which the problem had been discussed.

His manner of conducting his classes was positive; he attempted to open doors instead of closing them to students. They were to devise their own solutions and conclusions to problems as they became qualified to do so.

During my graduate work, I found him of great help: his advice and counsel aided the understanding of my problem in which I was interested.

One of the sidelights of my instruction under Dr. Harris was the many little personal anecdotes he used for illustrations. These helped give life to our discussions and created a feeling of warm companionship that is usually not found with many professors.

He always was interested in following the courses of the lives of his former students; I have been impressed with the interest he has shown in my affairs and the problems I have brought to him since leaving the college. He certainly has made a tremendous mark upon the educational careers of many California teachers.

His psychological training became such a part of him it did not show on the surface. Because of this observation, I have never thought of Dr. Harris in the commonly accepted term of a psychologist.

I add, however, that I have felt it a rare personal privilege to have been a member of his classes and numbered among his personal friends.

EUGENE SHORT (August 3, 1957)

Eugene Short has been teaching in Alaska for the past several years. He had returned to Stockton during the summer of 1957 to attend summer school when he granted this interview.

In Current Educational Literature, he was very aware of current writings; there was no phase to which he could not refer intelligently. Bot he and Dr. Farley were scholars although he was not of a strong leadership type. He was not a "funny man," but had a subtle sense of humor that would trickle through in his classrooms. The effects of his travels came to great advantage in his course in History of Education and in Comparative Education based largely on European schools.

His "trade-mark" was a slight lisp and he in later years wore a hearing aid. When I attended Stanford University older students occasionally asked: "Did you ever have Dr. Harris?" To me he was the scholar and gentleman.

One remark I remember he made while teaching Child Growth and Development, for which he was criticized because he had no children of his own yet taught in this field, was to the effect: "A zookeeper knows all about elephants, but he doesn't have any of his own."

He was somewhat like Dr. Will French who is teaching this summer quarter at Stanford, his last before retiring. Both seemed to have no urgency, they have lost the sense that things must be done immediately. He never appeared to rush, always had time; didn't push one through.

In his Educational Literature he implemented things without calling attention to his getting them. He used a round-table method; we reviewed the books for each others' common good. He always knew where the class was going, never wandered, and kept track of the objectives. He knew so much more than we did that we were strung out far behind him.

He called attention to the ridiculously common misinterpretation by the comparison of our current educational practices with the heel clicking of the German gymnasium when the teacher entered the room.

LEONARD STARK (May 23, 1957)

Leonard Stark is general manager of the Sunsweet Corporation in San Jose, California. He attended the College of the Pacific just after it had moved to Stockton.

In Dr. Harris's classes you were on your own; it was your money you were spending. He made his courses interesting to the extent that no one wanted to miss any of them. He conducted very effective classes which made students desire to attend. He always had a kind word, and made a strong personal impact upon his students.

His educational background together with his experiences of travel and foreign study were advantages for his teaching but particularly so for preparing teachers. They likely would have been of benefit in business. You were on your own responsibility; he never held a whip over one.

MARIE STEBBINS (July 26, 1957)

Marie Stebbins is Girls' Vice-Principal at the Sacramento Senior High School in Sacramento, California. Prior to her appointment to the above position she was Chairman of the Music Department in that school.

He /Harris/ made strong impact on the Sacramento students, even on the school system. He not only gave us ideas from books, but also brought a wide world of thinking to his classes. He, too, had a good sense of humor; the joy of the College of the Pacific to me was the humor of Knoles, Werner, and Harris. We admired it and enjoyed Dr. Eiselen with his "script"; it was fun. I felt these bits of humor were parts of the underlying plan of the whole college; it certainly pervaded throughout it.

With Dr. Harris we were not just a class of thirty-five students; we were individuals making up the class. I have adopted this conception to my own teaching. Attention was given to each individual which certainly was not the case in the large colleges--systems which often defeat the individuals. These men valued the individual person, a tradition with warmth of feeling between students and teachers which certainly was not a part of the philosophies of the state colleges or universities. Teaching is a very personal experience between the teacher and the student, a concept greatly valued by Dr. Harris; he would listen to the student

talk and by the time the student was through he had solved his own problems. We looked forward to his classes; the hours passed before we realized they had.

Dr. Harris used the Socratic method and at times he would lecture. Students formed ideas and principles of their own from discussion after he had presented a question based upon some principle. He taught with this thinking process in mind: by stimulating the student to reason. With him his teaching was attuned to active thinking and not the use of mimeographed materials for busy work. Thus, he was a stimulus to the thinking process. He did not want us to be technicians, but to be as profound as he was: by using our minds to come up with solutions to our problems.

He held a belief that in most instances we train students for vocations, but do not teach them to think. This is a prevailing practice in our high schools whose students need to be trained to think abstractly as well as to respond mechanically. Teach facts yes, but not the shallow type thinking required by true and false examinations; we need to organize our thinking, a deeper process.

He emphasized the relationship between cause and effect in his instruction; we were to get to the facts behind events, to look beneath the surface to the causes of things, and not to jump to conclusions. I have used these principles in my own work of teaching and administration. Dr. Harris tried to develop in us a "maturity of thinking."

A. C. STEVENS, JR. (May 22, 1957)

Mr. Stevens is at this time District Superintendent of the Fremont Union High School District and the Foothill Junior College at Los Altos, California.

I was with him /Harris/ at the University of Idaho and traveled to Canada with him. I rented a house from him at one time. He was monitor of the men's dormitory and Principal of the College Park Academy, when I attended that school. I had great respect for him and we were always on friendly terms.

DANIEL J. STONE (June 20, 1957)

Daniel Stone is the husband of Alice Crouse, a second cousin of the Harrises. He is Vice-Principal of the Jordan Junior High School at Palo Alto, California.

> Most of Dr. Harris's students gained from the personal warmth of Dr. Harris; I acquired a kindliness and a consideration not only for my own pupils, but also for other persons. His fine background made me realize that I had to look beyond my own immediate time and culture if we were going to be inspiring and wholesome teachers. Other times and peoples have shared their cultures with us; at present we are the final work, but through us it is to be transmitted to the future.
>
> Dr. Harris did not want us to consider children as "small men"; we were to understand their various growth periods and were to orient our teaching methods to the psychology of G. Stanley Hall. He also wanted us to realize that learning was a continuing process, for the gaining of formal knowledge was not a final step but only the beginning. The mind can reach conclusions only after it has experienced many generalities; thus, conclusions change as our experience broadens. Therefore, to be truly educated on any one thing we need comprehensive understanding of the point under consideration. He worked under this philosophy in his own teaching.
>
> All his experiences of travel, study, and observation of Western European culture were used appropriately in his teaching. He taught with both lecture method and the Socratic procedure of question and discussion. California Teachers Association employment officials assured me, in June, 1929, that College of the Pacific education majors "can always be assured of getting jobs." This was largely because of his successful teaching.
>
> He used stories and anecdotes as I find myself doing with my own students today. He particularly enjoyed a story of a young English lad, about eleven years old, who entertained him at tea while he was visiting Carlean archeological diggings outside London. The boy wanted to know, after begging Dr. Harris's pardon, if the doctor would show him his pistols, because "all Americans carry pistols."

My wife, Alice Crouse Stone, lived with the Harrises while a student at the College of the Pacific (she was his second cousin). I took the following courses from him: General Psychology, History of Education in the United States, History of Secondary Education, and Classical Educational Literature.

I drove for him, when he taught extension courses in Lodi, Byron, and in the Mother Lode area. Longer trips with him were to Baltimore in 1936, to a summer session at the University of Idaho, and the Alaskan Tour in 1931.

BERT J. SWENSON (August 7, 1957)

Bert J. Swenson was Director of Recreation for the City of Stockton for many years. He taught some at the College of the Pacific and took his M. A. Degree there under the guidance of Harris.

In page iii, the acknowledgments of my master's thesis "A History of the Stockton Recreation Department," appears:

"I wish to express deep and grateful appreciation to Dr. J. William Harris, under whose direction and guidance this history has been written, for the stimulation and inspiration to leave a record of thirty years' service in the Stockton Recreation Department for future usefulness. Dr. Harris has given wise counsel and made many timely suggestions for improving its content."

Dr. Harris was very conscientious, very human and a loyal friend. He was easy to get along with, and he made a fine contribution since he came here with the college. He spent much of his time with his students whom he encouraged to do their best. He left me, however, much on my own while writing my thesis.

In after-dinner speeches he often made predictions, which stimulated and fascinated his audiences. He encouraged us to read widely by his provocative and inspiring talks. I took several education courses with

him: Principles of Elementary Education, Principles of Secondary Education, Tests and Measurements, Administration, and Thesis.

ELLIOTT J. TAYLOR (May 15, 1957)

Elliott Taylor is the present Director of Admissions at the College of the Pacific. He has taught in Albania, Rome, and at Reedley Junior College at Reedley, California. He went to the College of the Pacific as both an undergraduate and as a graduate student. It was there he had Harris as an instructor, a counselor, and a personal friend.

> My contacts with Dr. J. William Harris occurred during the years 1926 to 1928, when I was an upper division student at the College of the Pacific; in the summer of 1929, when I was a resident of Rome, Italy; then again, beginning with the summer of 1938 after I had returned to California and was preparing for a teaching credential. During the two years that I spent as an upper division student at the College of the Pacific, I had occasional courses with Dr. Harris. These courses were selected entirely as electives, and at that time were not intended to serve credentialing purposes. Courses taken on the College of the Pacific campus in 1938 and following years, during the time he served as Dean of the School of Education, were somewhat under his direction, although I had no classes directly with him except one reading course in Current Educational Literature.
>
> My memories of Dr. Harris during the 1926 to 1928 period may be categorized as follows: one set of memories grew from the classroom and the other from contacts with him and his sister in their home. Courses taken with him were elective and dealt with various fields of psychology. The courses were chosen partly, because he was the professor in charge of the class, and partly, because he was known to be profound and stimulating.
>
> I found that he had a tremendous grasp of the entire field of educational and psychological literature,

and accordingly admired his capacity to keep abreast of the vast field. I also found that he had unusual skill in interpreting this literature with homely human anecdotes, a subtle sense of humor, and personal stories that always had direct bearing upon the question at hand.

I was attending the College of the Pacific on limited resources (a fact which Dr. Harris knew), consequently he and his sister invited me into his home frequently for an evening meal. On a few occasions I spent the night in their home and was always enriched by the after-dinner and fireside conversations.

In 1929, I was privileged to meet Dr. Harris and a party of tourists he was conducting on a steamer on Lake Geneva in Switzerland (I had schedulied my plans to surprise them during their itinerary). We met again in Florence, Italy, and Dr. Harris and Allan Bacon rode with me in the third-class section of an Italian train by way of Assissi. Although their itinerary had not included this fascinating place, they joined me on a venture into this little hill town, thence on to Rome, where I spent several days with them. Although I was aware of Dr. Harris's interest in travel, and his knowledge of the cultural patterns of people, it became even more apparent during those few days. He had a fine grasp of knowledge of Saint Francis of Assissi which he brought into play during the few hours that we spent in the churches and in the environment of the city. I suspect that some of the information gained from him during 1927 and 1928 served to create my own desire to live abroad for a time and to serve in some of the European institutions.

On my return to California in 1938, I came to the College of the Pacific to discuss with Dr. Harris the question of completing courses necessary for a general secondary credential. Although I had taught in Europe, there was nothing in my American educational background to indicate my qualifications for teaching in this country. Dr. Harris evaluated my background so far as formal education was concerned, waived any requirements in practice teaching, and outlined the courses necessary to secure the credential. This was accomplished in classes only one of which was under his direction. This one was not a formal course; it involved a directed program of reading of Current Educational Literature, which I was permitted to select

from my teaching fields of speech and social science. As stated above, Dr. Harris had a grasp of educational literature regardless of the field from which it was selected.

In my conversations with a great many students who have secured teaching credentials under his direction at the College of the Pacific, I have found almost unanimous agreement of his warm sympathetic understanding, and willingness to continue in the consideration of problems after the student left the college. I often recalled Dr. Harris's teaching techniques in handling inattentive students and those who might have become discipline problems. These problems were handled sometimes through subtle suggestion and humor, devices I was frequently able to use in my own classrooms with the result that I never faced any serious disciplinary problems in my own high school and junior college teaching.

My memories of Dr. Harris may be classified into three categories: the first of these would be as a sympathetic personal friend. He never assumed the austerity of a professor or of a classroom teacher who was above the individual whom he was teaching. His willingness to entertain me in his home, and to counsel with me on personal matters is illustrative of this point. In the second place, I think of him as a classroom teacher drawing upon a broad background of educational literature and a fund of experience bringing all of this into play in the classroom and activating it through his special skills of humor, anecdotes, and human interest materials directly applicable to the question at hand. In the third place, I think of him as more than a college scholar, but as one who through his travel and varied interests extended his scholarship to us from the whole world of knowledge.

I knew him both as a traveler with whom I had traveled to a small degree, and as one who had influenced others through the lore of his own travel. His capacity to inspire members of his group through his own experience with the culture, the art, literature, and educational systems of other countries made travel with him in a party particularly valuable.

RICHARD WALSH (October 12, 1957)

Richard Walsh is pastor of the First Methodist Church in Redding, California. He was able to take several courses from Harris after his graduation from the College of the Pacific and when he was pastor of the Methodist Church at Linden, California. Because Dr. Harris's course in Current Educational Literature was a different course of reading each year he took it more than once.

> His /Harris's/ course in Current Educational Literature revealed to me his basic philosophy. His process one year--I read a biography of A. A. Milne's, an English writer who wrote children's stories, Christopher Robin and Winnie the Pooh; another was Carl Sandburg's Biography of Lincoln--was to acquire a wide acquaintanceship with varieties of books.
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> He often referred to Martin Agronsky, an announcer and analyst of radio news, who Dr. Harris felt served as a good example for us to observe critical evaluation of news events. He not only reported the news, but also evaluated it by going behind the surface observations in order to understand all its implications. His was the objective rational process Dr. Harris introduced to us.
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> Dr. Harris being unusually concerned with social problems, recommended to us in one instance: Allen Peyton's Cry of the Beloved Country, a book that deals with the problems of racial tensions in Africa. This led the class into an examination of our own race problems. An immediate concern was with the action taken by the Stockton Board of Education in hiring a Negro teacher.
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> Being interested in the type of people who ran for school boards and why they ran, he was interested both in educational issues and other problems of society.
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> The aspect I liked about his classes was the freedom he gave his students; it was never a freedom without purpose or meaning, but one with direction toward mature thinking and personal growth.

When pastor of the Methodist Church in Linden, California, I was able to take courses with him over a period of several years; whenever I found it possible to take work from him I did.

G. A. WERNER (June 25, 1957)

Dr. Werner is Professor Emeritus of History and Political Science of the College of the Pacific, a colleague and close personal friend of Harris's for many years (that covered the span of a teaching lifetime).

Through the years of fellowship with Dr. Harris, I observed his students (including Mrs. Werner) gain personally from their study with him. I was not personally, in a strict sense, a student of his, but I gained individually through contact with him.

When it came to history and other fields he was pretty well qualified to pass judgment, to arrive at conclusions through research, and naturally, that had a great effect on future teachers. His friends for that matter remembered that Dr. Harris was an outstanding teacher with a broad cultural background.

I don't know how seriously he took the pragmatism of John Dewey; I do know he was a student of psychology, but how much of Dewey he approved I wouldn't be qualified to pass judgment on.

I can appreciate him in his travels more than many other persons, because I traveled with him through many countries in Europe and on a tour to Alaska. In Alaska both he and I lectured every morning with the Captain of the ship and the crew in the audience. The Captain complimented Dr. Harris and myself on the excellent lectures we gave to both students on the tour and to other passengers on that American Alaskan Line. I can say the same of our tours to Europe. He was a keen observer; when we came to the Shakespeare country and to other cultural centers of Europe I let him take the lead because he had the background and knowledge of those places. He gathered many stories during his travels, and he carried many mementos home with him which aided him in his teaching.

I have high regard for him as a traveler and as a lecturer on European literature and art. In summarizing my appreciation of Dr. Harris, I hold high regard for his achievements; for his knowing his own field, because he had done much research as a young man. He collected some of the old books on education now in the library at the College of the Pacific.

He practiced the modern creed, especially the optimist creed of looking at the bright side of everything. He was calm, cheerful, and made friends feel there was something worthwhile in them; and he followed the admonition that he was always thinking the best, looking for the best, and was finding the best.

The years of fellowship with Dr. Harris have been a great joy and blessing to me, and I'm glad even now to have a chance to recall the good days, when we traveled together through Europe and Alaska, when they called us two the old men of the party--who kept track of practically everybody. Thank you very much for this opportunity to give my appreciation of Dr. Harris. I should add that he had a high appreciation of the teacher: he was a teacher himself and he realized that he was in fellowship with a great company because after all, the great men of the world of antiquity as well as medieval times were in the field of teaching.

The foregoing remarks were made as a Professor Emeritus of History and Political Science at the College of the Pacific, with the same status now as Dr. Harris, Professor Emeritus of Education: "Shake hands Dr. Harris."

G. WARREN WHITE (June 1, 1957)

G. Warren White is Professor of Mathematics at the College of the Pacific, where he has taught both mathematics and business management.

When I entered the College of the Pacific in January, 1915, as a freshman, I took two courses from Dr. Harris: one in General Psychology and the other, Introduction to Education. They were similar in some ways, but I remember more about the psychology. It emphasized physiological processes, the perceptive powers, memory,

and anatomy of the nervous system--the nerve cells, and the synaptic connections of the brain.

It was with some interest that Dr. Harris received a copy of one of the early publications of Sigmund Freud on psychoanalysis. It was new and very radical thinking to the time emphasizing the existence of the subconscious mind. Dr. Harris explained some of its features, but we neither understood nor realized how much that was to change psychological thought.

The course, Introduction to Education was also psychological in emphasis, because it introduced together with the learning processes, the growth of the child recapitulating the growth of the race over thousands of years, and a philosophical treatment of education.

I took several other courses in education with him: The History of Education, Secondary Education, and some others.

H. GORDON WHITE (May 14, 1957)

Gordon White is Business Manager of the Modesto Junior College at Modesto, California. He attended both Stanford University and the College of the Pacific.

Dr. Harris was one of my favorite teachers. I rate him as a scholar and a gentleman--a rating I have only given to three people to date. I made an immediate response to Dr. Harris's very courteous interested attitude in his students, his respect for their ideas, and his care in directing discussion. I do not feel that I have ever met a man more gentlemanly in bearing or with more courtesy in his manner and voice. It was a pleasure to be in his presence.

Dr. Harris often impressed me with the breadth of his cultural background and knowledge. He brought many interesting aspects of his own personal experiences, reading, and travels into his teaching.

One of the effects this had upon me was to increase my desire to broaden my own background and to do a great deal more reading than I had been doing. This

reading was not only professional educational reading, but also general reading.

I would like to add a sidelight on his study at Clark University. I was enroled in a Saturday class with him at the College of the Pacific along with several other teachers from the Modesto school system. Two teachers were Alice Ahlberg and Virginia Garrison. Neal Haffley who is in the Manteca Schools was also a member of the class. One Saturday we arranged to have Dr. Harris meet with us in Modesto, have lunch with us there, make a tour of the Modesto Schools, and to meet with Dr. Aubrey Douglas who was Superintendent of the Modesto City Schools. Dr. Douglas also had received his Ph.D. in Psychology from Clark University. We had lunch together then made a tour of the Modesto Schools with Dr. Douglas acting as guide.

During the course of the meeting these two Clark men discussed their work at Clark University and reminisced about the work of G. Stanley Hall, but I do not recall any of the details of this conversation.

Dr. Harris encouraged us to participate in field trips which he arranged, one of which was to the Stockton State Hospital in which we were given an opportunity to observe various types of mental unbalance and to find out what type of rehabilitation work was being done. We also made several other field trips.

One of the things that impressed me about him was the wide range of his reading, and at the time I was working with him in 1943, 1944, and 1945, I was impressed by his trigger memory. He was very sure of his frame of reference and was able to quote many short passages verbatim. A value his European travel had in his classes was the extent to which he was able to make comparisons between American and European educational theories and educational systems.

Of all the instructors that I had on the collegiate level, I don't know of a single one with a greater fund of stories and anecdotes that fitted into a teaching situation. I consider Dr. Harris at the top of the list of all the instructors I have had in education at Stanford University, College of the Pacific, San Francisco State College, and elsewhere. He stimulated me to broaden my background of reading in the field of education and also to read as generally as possible beyond that field.

In spite of the fact that he gave some people the impression of being an esthete as far as his tastes were concerned, I found that he had a very practical side to his instruction.

LOIS WARNER WINSTON (July 6, 1957)

Lois Winston is a teacher at Oakdale, California, and was a particular admirer of Harris's.

I recall a very delightful personality who in spite of his gentility had a way of stimulating and provoking members of his classes into avenues of thought they did not anticipate. I feel the weight of Dr. Harris's teaching emphasis was upon individual thinking versus conforming to immediate social pressure. That set up by peers or larger society was to him very inadequate; he would rather have a student defy the moment's pressure and do original thinking than to conform. The thinking process came first with him, while formality of statement or the preciseness of its written expression was secondary.

G. Stanley Hall had impressed him very markedly, thus I came away feeling that Hall's position was very significant in psychology and education.

My brother was one of the students who used to go to Dr. Harris's rooms, where he often invited students for educational discussions. I still have a sense of frustration because women students were seldom included. It was a shame there had to be such discrimination against women in those meetings. I feel sure that Dr. Harris has made a great contribution to the development of the men on the campus through the many hours he spent in this way.

As a teacher he is one of the outstanding men in my own background. It has come to me as I look back that certain men on the campus developed later in years than others; were rugged and angular, not of finesse or social adequacy. He felt these men had potentialities and he was clever in identifying their qualities and developing them. Some of these men were individualists, and later made successes in editorial work, newspaper writing, publishing, or in other ways.

An incident I have looked back upon with both amusement and interest follows: A Halloween party was given my first year on the campus at San Jose. It took place in the old gymnasium (a ramshackle wooden building). Dr. Harris had been induced to be a fortune teller so accordingly with turban, a little table, and a crystal ball, he tucked himself away in a corner where he sat crosslegged. When my future was told, I found it was wrapped up in the crystal ball and in the ingenuity of my psychology professor. He asked me to name an emotion which I did by saying, "Love." He looked long into the ball and came up with an accounting of my future: it was not only to know love, but also to have real sorrow and sadness. I was dismayed at the time, because I felt that was not at all a proper future for a girl of eighteen, and wondered why he had chosen to put sorrow in the prediction along with love. However, in looking back to this I have appreciated the fact many times that life has its sorrow as well as happiness. That incident was one I shall not forget.

Dr. Harris insisted that I keep a developmental record of my children, including their vocabulary records up to the age of three (I enjoy them these many years later).